

Kelbrook Primary School

Inspection report

Unique Reference Number	119250
Local Authority	Lancashire
Inspection number	358523
Inspection dates	29–30 March 2011
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Mr Phil Parris
Headteacher	Mrs Kathryn Morris
Date of previous school inspection	20 September 2007
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Introduction

This inspection was carried out by two additional inspectors who visited 10 lessons or parts of lessons. The inspectors observed four teachers and held discussions with members of the governing body, staff, groups of pupils and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings of the governing body, assessment information and curriculum planning. In addition, 48 responses to parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successfully the school has worked to raise attainment in writing.
- Whether the school has increased the progress made by higher-attaining pupils.
- How effectively teachers set the next steps in learning for individual pupils.
- The extent to which subject leaders are involved in promoting school improvement.

Information about the school

Kelbrook is a smaller than average-size primary school whose pupils are taught in four mixed-age classes. The proportion of pupils known to be eligible for free school meals is average. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. The school holds Healthy Schools status.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Kelbrook is a good school. The astute leadership of the headteacher has been central to the good improvement made since the last inspection. As a result, leadership and management are now good, the curriculum meets pupils' needs effectively and care, guidance and support have been strengthened. The headteacher provides firm educational direction and a clear vision for taking the school forward that is shared by all staff and governors. Accurate self-evaluation enables leaders to prioritise the correct areas for improvement. These include better promotion of community cohesion by strengthening links with groups beyond the local area. The role of subject leaders is not fully developed, particularly in terms of monitoring and evaluating the quality of teaching and learning. The governing body has improved its expertise in evaluating the school's performance and is fully involved in promoting its improvement. Target-setting is realistic and challenging, being based on good-quality data. As a result, leaders have been successful in making and sustaining improvements. The school therefore demonstrates that its capacity for sustained improvement is good.

Children make good progress in the Early Years Foundation Stage. This good progress is maintained throughout the rest of the school and by the end of Year 6 pupils attain above average standards in English and mathematics. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the well-targeted extra support they receive. Attainment in writing has improved because of strategies introduced since the last inspection. These have led to teachers being more proficient in setting next steps for learning, especially for higher-attaining pupils who are now mainly working in line with their capability. Nevertheless, writing is a weaker aspect of pupils' performance in English. Pupils lack accuracy in forming sentences with correct grammar, spelling and punctuation. Guided writing sessions lack sufficient focus on providing pupils with specific guidance on how to improve these skills.

Pupils' thoughtful behaviour contributes effectively to their learning and creates a friendly and positive atmosphere in school. Their enjoyment of school is reflected in their above-average attendance. The imaginative curriculum is extended by a variety of good quality enrichment experiences, including well-attended extracurricular activities. Children in the Early Years Foundation Stage have access to the outdoor area throughout the day but its use does not fully support their development and learning. Good attention is given to all aspects of care, guidance and support, with all staff being committed to pupils' safety and well-being.

What does the school need to do to improve further?

- Raise attainment in writing by:

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- improving pupils' skills in writing sentences using correct grammar, spelling and punctuation
- increasing opportunities for pupils to write purposefully across the curriculum
- making guided writing sessions more focused, to ensure pupils are always given precise guidance on how to improve.
- Improve subject leaders' skills in monitoring and evaluating teaching and learning.
- Use the outdoor area for children in the Early Years Foundation Stage effectively, in order to better promote their learning and development.

Outcomes for individuals and groups of pupils**2**

Pupils' achievement is good, considering their broadly typical skills on entering school. They show interest and enjoyment in their work and are keen to learn. Pupils confidently take part in class and group discussions. This was evident during a literacy lesson for pupils in Years 5 and 6 when they were talking about how to use adverbs, adjectives and extra clauses to make their writing more interesting. Pupils read fluently and with enjoyment. Their writing is imaginative but lacks accurate sentence structure. Pupils have well-developed mathematical calculation skills and can apply them effectively to solve real-life number problems in a range of contexts. They use information and communication technology confidently to support work in other subjects, such as in using the internet to research information in history and geography. There is no significant difference between the achievement or the learning of different groups.

Pupils know the difference between right and wrong and show interest in the feelings and ideas of others. They willingly take on responsibilities, such as being a member of the school council, and in so doing, contribute to school development. For instance, the council chose the design for the school's outdoor classroom. In the wider community pupils raise funds for local charities and take part in a variety of local events, such as the Pendle Music and Drama Festival. Pupils have a good awareness of the traditions and beliefs of cultures different from their own. They say they feel safe in and around school and on visits. Pupils know the importance of eating healthily and taking regular exercise. Their above-average attendance and well-developed basic skills mean pupils are well prepared for the next stage of education and their future lives.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers are aware of pupils' prior learning and plan activities that build on it effectively. They ensure that groups of different ability are given work that is interesting and provides a good level of challenge. Consequently, pupils are fully engaged in their learning, make good progress and achieve well. Marking and discussion are generally used well to show pupils how they might improve their work. There are times, such as in guided writing sessions that direction for improvement is not precise enough. Teaching assistants skilfully support pupils' learning, particularly those with special educational needs and/or disabilities. Adults promote good relationships, which leads to classrooms being friendly and calm places in which to learn. This contributes positively to the progress that pupils make.

Improvements to the curriculum since the last inspection mean it better meets pupils' needs and aspirations. Pupils' learning is extended by a variety of extracurricular activities, such as sport, craft and film clubs, and opportunity to take part in a wide range of educational visits. These include a sea-life centre in Blackpool and a local pottery. Partnerships with others, including local schools and the Pendle Sports Partnership, effectively widen pupils' horizons and extend their skills, such as in music, drama and sport. There are too few opportunities for pupils to write purposefully across the curriculum in order to practise and improve the accuracy of their sentence structure. The gaining of Healthy Schools status shows the commitment to encouraging healthy lifestyles.

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The school provides a safe learning environment. Well-targeted support for all pupils enables them to make the best of opportunities provided for them. Links with outside agencies are good and effectively promote the learning and well-being of pupils facing challenging circumstances. The school gives pupils clear guidance on matters relating to their personal health and safety. Pupils who have medical needs are supported effectively to ensure their well-being.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders work well together and drive improvement well. As a result, morale is high with staff sharing a common vision for taking the school forward. Subject leaders lack expertise in monitoring and evaluating teaching and learning in their subjects. This limits their effectiveness in identifying areas for development in order to bring about improvement. The governing body is supportive of the school and rigorous in holding leaders to account for its performance. The promotion of equality of opportunity is good with no form of discrimination being tolerated. Leaders have detailed information about the performance of different groups and have used this successfully to increase the progress of higher-attaining pupils. There is a comprehensive awareness of safeguarding issues amongst all governors and staff. Training for safeguarding is regular and of high quality, particularly in child protection.

The school is committed to working in partnership with others, including the local School Sports Partnership. As a result, pupils' learning and development are enhanced, for example in music, drama and sport, in ways that the school could not provide on its own. Leaders successfully promote cohesion within the school and the local community so that pupils from different backgrounds get on well together. The school is working to strengthen this aspect of its work by developing links with a range of community groups beyond the school and the immediate locality. Good engagement with parents and carers, such as through regular consultation evenings, ensure they are effectively involved in their children's learning and the work of the school.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Adults work well together to plan activities that are practical and often linked to children's personal experiences. As a result, children are interested and engaged in all that they do. A good example of this was in their role-play in the 'fast food outlet' in which they were either serving customers or buying food. They are encouraged to make decisions for themselves and this contributes positively to their development as independent learners. Children play happily together, willingly sharing resources and also taking turns fairly. Relationships between adults and children are good, which has a positive impact on the progress children make. The curriculum is enhanced by an interesting range of enrichment activities, such as visits to the local police and fire stations.

Children are cared for well in this calm and happy setting and support for those with special educational needs and/or disabilities is good. Good leadership ensures that children's progress is checked well and that welfare arrangements are comprehensive. The outdoor area is rather bleak and its organisation does not fully support children's learning and development. For example, there is a lack of large-scale equipment outside to foster the full range of physical development. Parents and carers say that staff are friendly and keep them informed of their child's progress and how they can support learning at home.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers returning completed questionnaires was above average. The very large majority was positive about the school's work and the efforts of all staff. Two comments were typical, 'I am very happy with the school. I find the head and staff friendly, approachable and very receptive to any concerns or ideas.' and 'My little girl loves school and enjoys learning because of the enthusiasm of the staff.' There was no significant trend of negative views. Inspection judgements support the positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kelbrook Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	67	15	31	0	0	0	0
The school keeps my child safe	35	73	13	27	0	0	0	0
My school informs me about my child's progress	24	50	22	46	1	2	0	0
My child is making enough progress at this school	28	58	19	40	1	2	0	0
The teaching is good at this school	28	58	20	42	0	0	0	0
The school helps me to support my child's learning	24	50	24	50	0	0	0	0
The school helps my child to have a healthy lifestyle	25	52	23	48	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	46	22	46	0	0	0	0
The school meets my child's particular needs	25	52	23	48	0	0	0	0
The school deals effectively with unacceptable behaviour	26	54	20	42	2	4	0	0
The school takes account of my suggestions and concerns	21	44	27	56	0	0	0	0
The school is led and managed effectively	23	48	23	48	0	0	0	0
Overall, I am happy with my child's experience at this school	30	63	18	38	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



31 March 2010

Dear Pupils

Inspection of Kelbrook Primary School, Barnoldswick BB18 6UD

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is good and that:

- by the end of Year 6 you attain above-average standards in English and mathematics
- you behave well and are considerate to others
- staff make sure you are safe, in school and on visits
- you know the importance of living a healthy lifestyle
- the curriculum is helpfully extended by visits to places such as a sea-life centre in Blackpool and a local pottery
- you enjoy school and learn a lot in lessons, as indicated in your questionnaires
- the headteacher, staff and governors are working hard to help you do better.

This is what we have asked your school to do now.

- Raise attainment in writing, such as by improving your ability to use accurate grammar, punctuation and spelling.
- Develop the skills of teachers who lead subjects in evaluating your learning.
- Make better use of the outdoor area for children in Reception to support their learning.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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