

Kell Bank Church of England Primary School

Inspection report

Unique Reference Number	121508
Local Authority	North Yorkshire
Inspection number	363938
Inspection dates	6–7 July 2011
Reporting inspector	Katharine Halifax

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	The governing body
Chair	Mrs Tink Palmer
Headteacher	Mrs Kathleen Allison
Date of previous school inspection	7 May 2008
School address	Healey Masham, Ripon North Yorkshire HG4 4LH
Telephone number	01765 689410
Fax number	-
Email address	headteacher@kellbank.n-yorks.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by one additional inspector. The inspector visited seven lessons or parts of lessons taught by four different teachers and support assistants. Further time was spent looking at pupils' records, work books, and information about pupils' progress. The inspector held meetings with leaders, members of the governing body, staff, pupils, and other professionals. The inspector looked at the school's review of its work, the current development plan, minutes of governing body meetings, and documentation to ensure pupils are safe. The responses to 17 parental questionnaires were analysed.

The inspector reviewed many aspects of the school's work, and looked in detail at a number of key areas.

- The effectiveness of actions that are taken to raise attainment in writing.
- The effectiveness with which teachers plan the curriculum to provide activities that challenge pupils of different ages and differing abilities in the same class.
- The effectiveness of actions that identify and provide for pupils who have a gift or talent.
- The effectiveness of the provision in promoting pupils' understanding of diversity and community cohesion.

Information about the school

This very small primary school serves a rural population including the villages of Healey and Fearby and outlying hamlets. Almost all pupils are of White British heritage, though there are a few pupils from Eastern Europe, all of whom arrive speaking little or no English. The proportion of pupils known to be eligible for free school meals varies considerably from year to year and is currently average. The proportion of pupils with special educational needs and/or disabilities is above average and the numbers vary significantly from year group to year group. The school has achieved a number of awards including the Artsmark Gold, the Active Mark and Healthy School status. The school population has increased by 50% since the last inspection. Pupils are taught in two classes. Class 1 is for children in the Reception class and pupils in Years 1 and 2. Pupils in Years 3, 4, 5 and 6 are taught in Class 2. The school is part of the Bedale cluster of schools.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. In addition to giving pupils an impressive education, the outstanding curriculum provides numerous memorable experiences. Achievement is good. While attainment in national tests has varied from year to year because of the very small year groups and differing proportions of pupils with special educational needs and/or learning disabilities, pupils make good progress from their starting points. Children enter the Reception class with a level of skills broadly typical for their age particularly in children's social development and in counting. However, their skills are below those expected in communication, language and literacy, in calculation, and in their understanding of shape, space and measure. Children make very good gains in these areas in their time in the Early Years Foundation Stage.

Progress is good through Key Stages 1 and 2. In the 2010 Year 6 national tests, pupils achieved at least two National Curriculum levels progress in both English and mathematics. Teacher assessments and national test results for 2011 show a similar picture. The proportion of pupils gaining the higher Level 5 is increasing. Overall, since the last inspection, attainment has been above average in English and mathematics. Pupils' performance in information and communication technology (ICT) is well above that expected for their age, especially in animation. In science, as the result of work as a Forest School and practical investigations, pupils have an outstanding knowledge of life processes.

At the time of the inspection, exemplary procedures to safeguard pupils were in place. Furthermore, as a consequence of outstanding care, guidance and support, pupils have an excellent knowledge of keeping safe and healthy. They make an admirable contribution to the school, local villages and wider community. Their impeccable behaviour, high attendance, above-average attainment and enterprise activities ensure pupils are exceptionally well-prepared for the next stage of their learning. Pupils have a good understanding of Christianity and they show respect for cultural diversity. However, pupils have a limited understanding of other major world faiths and their experience and knowledge of other cultures in the United Kingdom is too narrow.

Pupils speak passionately about their work in the forest. The woodland area captures the imagination of pupils and adults alike, and is tremendously successful in encouraging first-hand learning. In addition, it contributes significantly to pupils' physical and emotional well-being, and in helping them to solve problems. Outstanding links with families have enabled parents and carers to be part of their child's education through, for example, workshops for literacy. Equally, parents and carers extend pupils' skills through activities such as the gardening club and sessions creating mosaics.

Pupils and staff thrive under the outstanding, inspirational leadership of the headteacher. Morale is high and adults have successfully created a school that embraces all learners.

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Equality of opportunity is outstanding. Self-evaluation is accurate. The school has a proven track record. Staff have worked with determination and imagination to improve the provision. This gives the school outstanding capacity to continue to improve.

What does the school need to do to improve further?

- Extend pupils' understanding of diversity by:
 - increasing pupils' understanding of the beliefs of the world's major faiths
 - increasing pupils' awareness of the traditions of the United Kingdom's ethnically diverse population.

Outcomes for individuals and groups of pupils

1

Pupils relish their time in school. They are determined to attend regardless of the weather. During the snow, for example, some pupils arrived by tractor while others walked considerable distances to attend. Pupils are confident learners and eager to demonstrate the knowledge they have acquired. They show considerable maturity. Pupils care for each other and are keen to make sure the younger pupils in each class are fully included. All are justifiably proud of the attractive displays around the school. High-quality art work, particularly using water colour, and clay work celebrate achievement and support learning.

Following the previous inspection, attainment in writing has risen considerably. Daily lessons in spelling and punctuation have led to a rise in success in English. Pupils now use far more imaginative vocabulary and are writing for a range of purposes. Their poignant poetic commentary to their animation of the First World War 'Leeds Pals' was instrumental in the film achieving an international award at the Mumbai Film Festival. Furthermore, to the pupils' pride and joy, the film was shown on the 'big screen' at the Bristol Film Festival. Pupils are making greater progress in mental mathematics through daily 'challenges', and this is contributing to raised attainment in the subject. Activities in the surrounding countryside and in the forest, have honed pupils' observational skills and given them an acute understanding of life cycles and the flora and fauna of the Yorkshire Dales.

Leaders are committed to equality of opportunity. A considerable amount has been spent on staff and resources for pupils with special educational needs and/or disabilities. As a result, these pupils have a positive attitude to learning and are making good progress. Similarly, pupils who have English as an additional language make considerable progress because of the support they receive. They are making outstanding progress in reading and mathematics. Pupils who have musical and sporting talents are successfully helped to further their skills, and the proficiency of gifted mathematicians is built upon through work with cluster schools.

Pupils are generous fundraisers, making donations to a variety of charities, including emergency boxes for overseas disaster areas. Through initiatives such as 'Fair Trade pancake day', pupils learn to work cooperatively as a team, communicating effectively and working to a tight budget. Pupils have tremendous confidence, self-belief and aspirations for their future. For example, working with an archaeologist, and on the film animation has changed some pupils' ideas of their future career.

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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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
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 have a very good understanding of how pupils learn, and of the subjects they teach. They plan their work meticulously, ensuring pupils in each age group in the class receive their full entitlement. Activities are carefully matched to pupils' abilities and interests. Lessons are lively, often of a practical nature and appeal especially well to boys. For example, boys were particularly interested when setting mathematical problems for their classmates to solve in the forest. Teachers are skilled at including all pupils and ensuring the wide age range in each class is able to make progress. Close teamwork between teachers and support assistants allows learning to be accelerated by precisely targeted adult support, particularly for pupils with special educational needs and/or disabilities. Pupils' progress is recorded and tracked through a range of effective assessment procedures. This enables adults to take immediate action if needed. In addition, pupils reflect on their learning, regularly considering how well they have done and they know their targets for the next stage of their learning.

The inspired curriculum is highly successful in providing pupils with memorable experiences. It has been very well planned to ensure progression in the knowledge and skill pupils acquire in the four years they are in the same class. Themes such as 'the Tudors' have captured pupils' imagination regarding social conditions as well as improving writing. For example, pupils used persuasive language especially well when writing a letter on behalf of Anne Boleyn pleading against her pending execution. Themed weeks such as

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'climate action week', and numerous visits and visitors increase pupils' engagement and enjoyment, as well as their contribution to the local and global community. Despite being a small school, pupils have access to a wide range of sporting activities. Equally, through staff expertise, pupils' musical and artistic talents are particularly well-developed. All elements of the curriculum are developed most successfully in the forest. For example, pupils were totally absorbed as they designed and made dens which were suitable as overnight shelters, or created 'woodland sprites', and a 'glade setting' as part of literacy work on A Midsummer Night's Dream.

The pastoral care pupils receive is of the highest standard. The support for pupils and their families deemed the most vulnerable is exemplary. Adults know their pupils' circumstances and their families extremely well. This allows them to target support accurately. Links with other agencies and health professionals are exceptionally efficient and effective. Adults endeavour to provide the best for pupils at all times, including the hearty, nutritious lunches, often using produce grown by pupils.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, the governing body and staff are highly determined in their pursuit of excellence. Through innovative ideas, they have enhanced what is taught and how it is taught. Robust systems track pupils' progress and are used effectively to identify and provide for pupils who need additional support, or for those who have a gift or talent. Despite the heavy workload of a small school, leaders are receptive to new ideas and through good professional training staff keep abreast of new initiatives. Day-to-day management is of a high quality and very effective office systems ensure the smooth running of the school.

Governance is good. Members of the governing body provide practical support as well as challenging decisions, though they recognise more can be done in holding the school to account. They take their responsibilities seriously, particularly in ensuring the health, safety and well-being of pupils and staff. At the time of the inspection, excellent arrangements were in place to safeguard pupils. Detailed policies and effective procedures ensure all adults have an in-depth understanding of protecting pupils. In addition, the chair of the governing body has led training for local schools on e-safety and has provided a workshop for staff, parents and pupils, 'risky behaviours', focusing on sex and relationships education.

Equality of opportunity is at the hub of the school's work. Every pupil and member of staff is valued and treated as an individual. Pupils have the opportunity to take part in every

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aspect of school life. The school is a unified community. It provides good opportunities for pupils to be aware of community cohesion. Conscious of being an 'all-White' school, teachers have set up a blog to provide pupils with a greater awareness of other cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children blossom in their time in the Reception class. From the moment they enter the classroom each morning, they are full of confidence and eager to learn. They launch themselves into the myriad of indoor and outdoor activities. The classroom has been laid out imaginatively to provide a quality environment for pupils in Key Stage 1 whilst ensuring it is exciting and allows children in the Early Years Foundation Stage to make choices in their learning and play. The breadth of provision is mirrored outdoors, though there is a lack of opportunity for children to make music outside.

Exceptionally close teamwork between the teacher and support assistants enables all children to make rapid gains, and for all to take a full part of all activities. Through scrupulously planned activities, children make outstanding progress in communication, language and literacy, in calculating, in their understanding of shape, space and measure, and in their creative development. For example, children delighted in uncovering 'treasure' and made excellent progress in calculation by giving one half of the coins they found to Pirate Bluebeard. Adults work very hard to ensure that children's experiences are exciting and of the highest quality. This was evident as children sat bright-eyed and full of awe as they discussed the butterfly which had emerged from its cocoon overnight. Assessment is accurate and alongside the photographs of children's achievements provides a memorable record for parents and carers. The management of the Early Years Foundation Stage is of a high quality.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

There was a very high response with almost all families responding to the questionnaire for parents and carers. Furthermore, almost one third took the time to write comments. Parents and carers particularly appreciate the welcoming atmosphere, the support for pupils with special educational needs and/or disabilities and how well staff listen and respond to their concerns. A comment such as 'there is such a buzz I don't want to leave after dropping off the children, I envy the richness of their learning environment' is representative of their views. A couple of parents and carers had individual concerns. The inspector endorses the positive views of parents and carers. In response to their concerns, inspection findings show pupils are provided with challenging work, and parents and carers are provided with good information about their child's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kell Bank Church of England 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 inspector received 17 completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	65	6	35	0	0	0	0
The school keeps my child safe	11	65	6	35	0	0	0	0
My school informs me about my child's progress	9	53	7	41	1	6	0	0
My child is making enough progress at this school	8	47	6	35	2	12	0	0
The teaching is good at this school	12	71	5	29	0	0	0	0
The school helps me to support my child's learning	11	65	4	24	2	12	0	0
The school helps my child to have a healthy lifestyle	12	71	5	29	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)	12	71	5	29	0	0	0	0
The school meets my child's particular needs	9	53	6	35	1	6	0	0
The school deals effectively with unacceptable behaviour	9	53	8	47	0	0	0	0
The school takes account of my suggestions and concerns	9	53	6	35	1	6	0	0
The school is led and managed effectively	13	76	4	24	0	0	0	0
Overall, I am happy with my child's experience at this school	15	88	2	12	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



7 July 2011

Dear Pupils

Inspection of Kell Bank Church of England Primary School, Ripon, HG4 4LH

First, may I say what a delightful time I had when I visited your school. Thank you for talking to me and for showing me your work. I especially enjoyed hearing all about the film you made, your visits, your achievements and seeing the Forest and your market garden. It is clear from our chats and the questionnaire replies I received from you and from your parents and carers that you enjoy school and think that you are safe and well cared for.

Your school provides you with an outstanding education. As well as working hard, you have huge fun in lessons, in sport, in clubs, and on your many visits out of school. You are very well-behaved and work very hard. This means all you make good progress, including those who learn more slowly and those of you who grasp new ideas quickly. You receive outstanding care and support. All this happens because you have a first-rate leader, good teachers and support staff, and an exciting curriculum.

All the adults in school are working very successfully to make the school better for you. There is one thing I have asked them to improve:

- you have a good understanding of Christianity, but you need a greater awareness of other major faiths, and of the cultural beliefs and ways of life of other ethnic groups in the United Kingdom.

I know you will do all you can to help your teachers and wish you every success in your future, especially with your garden!

Yours sincerely

Katharine Halifax

Lead inspector

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