

Kettlefields Primary School

Inspection report

Unique Reference Number	110771
Local Authority	Cambridgeshire
Inspection number	382283
Inspection dates	16–17 November 2011
Reporting inspector	David Jones HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Elizabeth Gibson
Headteacher (Interim)	Elaine Lynch
Date of previous school inspection	15 September 2010
School address	Stetchworth Road Dullingham Newmarket CB8 9UH
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors. HMI observed 14 lessons or part lessons, taught by seven staff. Meetings were held with members of the governing body, nominated staff, the head boy and head girl, and groups of pupils. HMI met with the Chair of the Governing Body and, informally, with parents and carers at the beginning of each school day. HMI observed the school's work, looked at the school's data recording system, the Early Years Foundation Stage record keeping, staff planning and recent monitoring evidence.

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

- How much progress has the school made since it was previously judged to require special measures?
- How strong were the 2011 national test results?

Information about the school

Kettlefields Primary School serves a number of villages on the Cambridgeshire border. It is smaller than the average primary school. The percentage of pupils known to be eligible for free school meals is half the national average. There are more boys than girls in the school. The percentage of pupils from minority ethnic backgrounds is low, although some are at an early stage of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities supported by 'school action' is average, although the proportion supported at 'school action plus' or by a statement of special educational need is well below the national figure.

Kettlefields Primary School was found to require special measures in September 2010. The school was visited by HMI on two occasions, in January and June 2011. The current, interim headteacher was appointed in November 2010. She is a local authority officer seconded to the school; her role has been part of a package of support provided by the local authority. The governing bodies of Kettlefields and Ditton Lodge Primary schools have agreed to share a headteacher from January 2012. The Kettlefields deputy headteacher will be Teacher in Charge when the headteacher is not on site. The make up of the governing body has changed significantly in the last academic year.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This is an outstanding school and it has made excellent progress in the 11 months since the current headteacher and deputy headteacher were appointed; the school has been reborn and that is a measure of the school's outstanding capacity for sustained improvement. As a result of outstanding teaching, the results of the 2011 Key Stage 2 national tests were significantly above the national average. Similarly, outcomes at the end of Key Stage 1 and in the Early Years Foundation Stage were well-above average. Overall, all groups of pupils, including those with special educational needs and/or disabilities, are making exceptional progress.

The imaginative challenges provided and the support and intervention delivered are matched particularly well to the pupils' learning needs and this has been the key to the significant rise in standards and progress secured. The use of assessment information to match tasks to pupils' learning needs, combined with very clear guidance, enables pupils to engage with their work and make consistently good progress in lessons. Marking and the use of assessment for learning is good and there are examples of outstanding practice. The monitoring and evaluation of teaching by the headteacher and deputy headteacher have been key factors in the improvements secured.

The range of curriculum opportunities is outstanding; music, sport and French are taught by part-time specialists and pupils comment enthusiastically about these opportunities. The quality of provision in each key stage has been a significant factor in the improvements secured. The Early Years Foundation Stage has grown rapidly to become outstanding. Teaching is imaginative and consistently strong. Children are nurtured very carefully and the curriculum provided is rich in all the required areas of learning.

Behaviour is outstanding. It is a reflection of the school's caring ethos and the value placed on positive pupil/staff relationships by the headteacher. Attendance is high, in part as a result of the school's effective engagement with parents and carers. Pupils have an excellent awareness of how to stay safe and healthy and their spiritual, moral, social and cultural development is outstanding.

Governance is outstanding. The new governing body has supported senior staff

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effectively and sought to build on their efforts by securing the leadership of the school. Although it has proved difficult to recruit a new headteacher to this small school, the agreement with the partner school to share a headteacher for two terms has provided the opportunity to recruit from a stronger field. The governing body has, correctly, identified the need to review the interim arrangements to share a headteacher with a neighbouring school as being significant to the maintenance of high-quality leadership.

What does the school need to do to improve further?

- The governing body;
 - should review the interim arrangements to share a headteacher early in the summer term 2012, in order to give time to secure applications from internal and external candidates
 - help the school move forward by empowering all teachers as strong leaders.

Outcomes for individuals and groups of pupils

1

Attainment on entry is average and children in the Early Years Foundation Stage make good progress and most make outstanding progress. Transition into Key Stage 1 is smooth and pupils continue to make good and often outstanding progress in this mixed-age class. The results of the 2011 Key Stage 1 teacher assessments were well-above average and the proportion of pupils making the expected progress in literacy and numeracy was above average. Results in the national tests for pupils in Year 6 were exceptionally high and reflect the outstanding progress made by pupils since January 2011. HMI conducted a scrutiny of the pupils' books and heard some pupils read. The exercise confirmed the accuracy of the school's assessment evidence and clearly indicated the very positive impact of good and outstanding teaching. All pupils make at least good progress and most make outstanding progress.

Potentially vulnerable pupils and those who find learning difficult have benefited from the well-planned intervention support programmes provided. Lesson outcomes are strong because there is a clear focus on what the pupils are expected to learn and pupils respond very well to this challenge. In an outstanding Year 5/6 mathematics lesson on the measurement of length, a series of investigations provided appropriate tasks at different levels, with the most able investigating the relationship between π and the radius of a circle. Excellent questioning produced high-level pupil explanations.

Enjoyment and achievement are outstanding, with strengths evident in attainment, enhanced pupil progress, teaching, outstanding attendance and behaviour. Inspectors found the pupils and their parents and carers to be very positive about feeling safe. They commented on the absence of bullying and the significant change in behaviour since January 2011. HMI observed excellent relationships between staff

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and pupils to support that view. A good range of healthy school meals is available and popular with pupils; the range of sporting opportunities available is very good and Key Stage 2 pupils have specialist tuition. The pupils' contribution to the school and wider community is outstanding, with very strong charitable and community programmes. Sensitive class-based development of basic foreign language skills has helped to integrate those in the early stages of learning English as an additional language; older pupils providing 'buddy' support to the younger pupils. Overall, the range of skills the pupils develop towards their future economic well-being is outstanding.

Pupils have responded very well to a range of spiritual moral social and cultural opportunities. The outstanding moral and social maturity displayed by the pupils during this inspection and recent monitoring visits is a testimony to the school's high expectations and effective pastoral care.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	1

How effective is the provision?

Teaching is outstanding. Provision has improved rapidly in the last year and the impact can be seen clearly in the outstanding progress made at each key stage. In all lessons, tasks were well planned, questioning was skilful and learning was driven forward at a brisk pace by precise instruction. In an outstanding Year 3/4 mathematics lesson, for example, pupils were provided with very good practical challenges that illustrated the relationship between decimals and fractions in measurement. In a very strong summary session, the teacher translated the

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

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practical tasks into ‘word problems’, to ensure pupils used mathematical language correctly. The teacher’s consistent pursuit of the best possible responses nurtured the children’s thinking; classroom assistants maintained engagement and guided new learning sensitively. Senior staff monitor individual pupils’ progress diligently and plan intervention support.

The range and the high quality of learning opportunities provided by the outstanding curriculum have had a very positive impact on standards. Intervention is tailored particularly well to the pupils’ learning needs and the range of music and sport available in so small a school is outstanding. Staff expectations are consistent across the subject areas. At the heart of the school’s effective care, guidance and support are high expectations and a determined approach to equality of opportunity.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

It would be hard to define what more could have been done to embed ambition and to drive improvement. When senior staff were appointed in November 2010, they sought excellence from the confusion they encountered. Staff have been supported and guided professionally, very good appointments have been made and a strong team has been brought together. The headteacher and deputy headteacher have high expectations of the effective classroom practice required and their monitoring and evaluation of teaching and learning has been consistently accurate.

Equality of opportunity is outstanding because sensitivity to a child’s learning needs is evident at all levels. Governance is outstanding because the governing body has developed an excellent focus on school improvement and financial stability. Safeguarding procedures meet all current requirements and the individualisation of support for potentially vulnerable pupils is outstanding because of the evident impact on their progress. Links with parents and carers, formally a notable weakness, have been transformed and the school is clearly at the heart of the community. Charitable work has a global dimension and community cohesion is good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and	1
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driving improvement Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	2
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

The school's Early Years Foundation Stage is outstanding because the balance of challenge and nurture has helped children to make rapid progress in the last year. Children start school with skills and capabilities that are broadly in line with those expected for their ages. They make above-average progress and the range of skills they develop in the Early Years Foundation Stage is impressive. Accommodation is used well by an effective team and imaginative activities enhance the children’s communication, language and literacy skills. Very effective assessment arrangements dovetail well with the Key Stage 1 assessment system and ensure a smooth transition to Year 1.

Lesson planning makes strong links between guided activities and well-structured learning opportunities, so that the children’s learning is spontaneous, enjoyable and creative. Expectations are high. Good use is made of the space available inside and outside the classroom. The children’s oral skills are used effectively to explore letters and the sounds they make (phonics) and discover new vocabulary. Emerging writing skills are nurtured in a variety of contexts. The children behave very well and relationships are very positive.

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

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Views of parents and carers

HMI took a number of opportunities to speak with parents and carers. All were very pleased with the improvements secured in behaviour, provision and standards. They spoke positively about the quality of communication they received and the way they were able to speak with staff.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005 unless inspectors have specific reasons to request that the school does so.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



18 November 2011

Dear Pupils

Inspection of Kettlefields Primary School, Newmarket, CB8 9UH

It was a pleasure to see you all again this week. I have enjoyed my visits to your school and you have always made me feel very welcome. The school began a programme of special measures after the inspection of September 2010. The special measures brought Mrs Lynch to the school as headteacher and Mrs Rankin as deputy headteacher. I came to see how you were getting on in the spring and summer terms and was impressed by the progress you were making. It has been wonderful to see how you have all responded so well to your teachers.

This report tells your parents and carers that the school is now outstanding and compares very well with any primary school in the country. Special measures have been removed. Teaching, the curriculum opportunities like music and French, and the work of the Reception class are all outstanding. Your behaviour and attendance is excellent and many of your parents and carers were pleased to tell me how much you enjoy school and how well you are doing. I look forward to hearing about your future successes.

Yours sincerely

David Jones
Her Majesty's Inspector

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