

Kelbrook Primary School

School Street, Kelbrook, Barnoldswick, Lancashire, BB18 6UD

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Kelbrook is at the heart of the local community and highly valued by pupils, their families and staff.
- In the Early Years Foundation Stage pupils get off to a good start. They continue to make good progress throughout their time at school.
- Weaknesses arising since the previous inspection have been successfully tackled by the headteacher and governors. As a result, the school is rapidly improving.
- Results in the Year 6 tests in 2013 show an improvement compared to the previous year when standards dipped. A greater proportion than the national average achieves the higher levels in English and mathematics.
- The teaching of reading is very effective. By the time pupils leave in Year 6 they are very competent readers and well prepared for the next stage of education.
- Overall, teaching is good. Pupils are keen to learn and enjoy the wide range of activities in lessons both in class and outdoors.
- Pupils have a good attitude towards each other and the adults around them. They say they feel happy, safe and secure.
- Teachers, teaching assistants and volunteers work well as a team to provide good guidance and advice to help pupils with ways to improve their learning. All staff are dedicated to pupils' personal development alongside their academic achievement.
- The headteacher has a clear view of how successful the school can be and expects the best from pupils and staff. Leaders and managers have secure policies and systems which ensure the continual improvement in the quality of teaching and pupils' achievement.
- The governing body, together with senior leaders is focused on raising the quality of teaching even further, and provides both support and challenge.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching.
- The opportunities for staff to observe outstanding practice in other schools are not yet fully developed.
- Pupils do not always have enough time in lessons to respond to teachers' marking.

Information about this inspection

- The inspector observed five teachers and visited seven lessons, one of which was observed jointly with the headteacher. In addition, the inspector made a number of short visits to lessons and listened to pupils read.
- Discussions were held with: school staff; groups of pupils; senior staff and leaders with responsibility for a specific subject; governors; parents and a representative from the local authority. A telephone conversation was held with the deputy headteacher of The Hendon Brook Short Stay School.
- The inspector observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's procedures for gaining an accurate view of its own performance, its development plans, records of pupils' standards and progress, documents relating to attendance and behaviour, and pupils' work in their books.
- There were not enough parental responses to the online questionnaire (Parent View) to generate a report but the inspector took into account the responses to a recent independent parental survey. Fourteen responses to the inspection questionnaire for staff were taken into account.

Inspection team

Naomi Taylor, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is higher than average.
- The proportion of pupils known to be eligible for support through the pupil premium is lower than that found nationally. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.
- The number of pupils from minority ethnic groups is well below the national average.
- Pupils are mainly taught in four mixed-age classes. For mathematics, pupils are taught in ability groups.
- The school works in partnership with The Hendon Brook Short Stay School to provide for the needs of pupils with a range of vulnerabilities.
- Since the previous inspection a new deputy headteacher has been appointed.
- There has been unavoidable turbulence in staffing since the previous inspection.
- Since the previous inspection the school has gained the Eco Bronze Award and Race Equality Mark.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to sustain and accelerate progress in English and mathematics by ensuring that:
 - teachers consistently allow time in lessons for pupils to respond to teachers' marking in order to edit and correct their work, particularly their writing
 - teachers are provided with more opportunities to observe outstanding practice in other schools.

Inspection judgements

The achievement of pupils is good

- Links between school, home and nurseries are good and this helps children settle quickly into school routines in the Early Years Foundation Stage and Year 1 class. Most children start school with skills that are in line with those typically expected for their age. Some have less well-developed social skills and are weaker in letter and number recognition.
- With improvements to outdoor facilities since the previous inspection, children do well in the Early Years Foundation Stage and are well prepared for learning in Key Stage 1. In the 2013 Year 1 reading test, the proportion of pupils achieving the expected level was an improvement on the previous year and higher than the national average.
- Standards in English and mathematics in Year 6 declined in 2012, owing mainly to changes in staffing. From standards in 2012 that were below national averages, the school's actions have led to secure improvements. In 2013, the proportion of Year 6 reaching the higher levels in reading, writing and mathematics combined was higher than nationally. This improvement is due to a more systematic approach to teaching English and mathematics and an increase in pupils' opportunities to apply their numeracy and literacy skills in other subjects and through topic work.
- In 2013, pupils' progress in reading and writing was similar to the progress that pupils made nationally. In mathematics, many made at least average progress, but fewer did better than average. Pupils are well prepared for the next stage in their education. Progress is now more consistently good across all year groups as a result of more stability in staffing. This shows rapid improvement in the last 12 months.
- Disabled pupils and those who have special educational needs make the same good progress as their classmates because of timely and sharply focused help from teachers, teaching assistants and external agencies. The most-able pupils and pupils from minority ethnic groups are provided with the right level of challenge to help them make good progress. The school works effectively with The Hendon Brook Short Stay School to support a small number of pupils who are potentially vulnerable due to their circumstances, and this is ensuring good progress.
- Despite the small number involved, it is possible to see that most pupils eligible for pupil-premium funding make better progress than their peers in reading and mathematics. Attainment in reading and mathematics was higher than the national average for this group nationally but in writing it was lower. They are generally two terms behind their classmates in writing but in other year groups this gap is narrowing, which demonstrates the schools' commitment to the promotion of equal opportunities.

The quality of teaching is good

- Due to the senior leadership team prioritising improvements in teaching through staff training, teaching is generally good throughout the school.
- In most lessons, teachers and teaching assistants plan activities very well together to ensure pupils are given work that matches their ability and enables them to learn well.
- This was seen with young pupils in Class 1 when, in pairs, children decided on the instructions needed to tell someone of how to make a sandwich. They used their knowledge of phonics (letters and the sounds they make) to list ingredients then decided on the various steps that needed to be taken. Skilled questioning by the teacher and teaching assistants encouraged children to develop their speech and language skills and check that they were doing things in the right order. Children made good progress in developing their literacy skills throughout this session.
- In a Key Stage 2 mathematics lesson, pupils talked about walking across the landing and then going up the stairs to remind themselves to plot points on a graph from the 'x' axis before the 'y' axis. Pupils demonstrated their understanding by plotting co-ordinates to find the hidden

treasure on an island and the work was well matched to suit the range of abilities. Pupils were thoroughly enjoying finding out things for themselves, with the teacher and teaching assistant supporting their learning. All groups of pupils made rapid progress.

- Although pupils' work is regularly marked, there are inconsistencies in the time given in lessons to allow pupils to improve their work, particularly their writing.
- Teachers and teaching assistants who support those with special educational needs and pupils known to be eligible for pupil-premium funding are well trained to provide for the individual learning needs of each pupil.

The behaviour and safety of pupils are good

- In a recent survey, one parent wrote that this is 'a kind, caring and welcoming school.' Other parents and the inspector support this view. From an early age pupils learn how to value each other, the adults around them and their school community. There is a strong atmosphere of mutual respect.
- This leads to pupils feeling happy, safe and secure. It is reflected in their above-average attendance and their good punctuality in the mornings.
- Pupils show positive attitudes to learning and care towards each other. They behave well both in lessons and around the school.
- Pupils' experiences are extended through a range of well-managed excursions. Visits to Liverpool and to a farm take pupils beyond their home environment and provide valuable social experiences. Teachers use this to develop pupils' imaginations and enhance their creative writing.
- Staff ensure that pupils feel safe and learn how to keep themselves safe, including when they are online. Pupils say that bullying is rare at this school and school records and the views of parents support this. Pupils learn about different types of bullying. They are adamant that they could turn to any adult in the school if they felt unsafe and that there are clear procedures that would deal with issues should they arise.
- Links with the local community, topic work linked to understanding other cultures and charity raising events organised by the school council all play a part in pupils' good spiritual, moral, social and cultural development. Pupils talked excitedly about their recent Christmas productions and were looking forward to singing in their local church later in the week.
- The primary school sport funding is being used to enable pupils and staff to work with external coaches and to buy new equipment. This is encouraging pupils to lead healthy lifestyles and promotes their well-being.

The leadership and management are good

- The headteacher has a good understanding of how to drive whole-school improvement. She has introduced effective systems to check on pupils' progress. Unavoidable absence of some subject leaders has led to senior leaders taking on additional responsibilities and ensuring that new initiatives are successful.
- The headteacher and governing body have identified the right priorities and taken action to ensure more stability in staffing and improvements in teaching. Inadequate teaching has been eradicated by effective use of systems and procedures to check on the quality of teaching, and the local authority has effectively helped with this.
- The senior leaders are excellent role models for staff and lead by example. They ensure that all staff are well supported through training opportunities. The headteacher recognises the need for even more opportunities for staff to benefit from seeing outstanding practice in other schools.
- Since the previous inspection, a curriculum has been developed which encourages pupils to find out things for themselves. This is particularly evident from pupils' topic work and working outdoors, which are having a positive impact on pupils' enjoyment and progress.

■ **The governance of the school:**

- Governors are committed to continually improving this school. They ensure that the school fulfils its statutory responsibilities; all staff have been checked for their suitability to work with children and trained appropriately to keep pupils safe. They have an accurate overview of what the school does. Governors are familiar with data on pupils' progress and they know what the quality of teaching is like. They ensure a proper link between teachers' appraisal and salary progression. They hold the headteacher to account for school improvement. They check that effective use is made of pupil-premium funding; ensuring gaps between groups of pupils are narrowing. This demonstrates their commitment to equality of opportunity for all pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119250
Local authority	Lancashire
Inspection number	433279

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	109
Appropriate authority	The governing body
Chair	Phil Parris
Headteacher	Kathryn Morris
Date of previous school inspection	29 March 2011
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