

INSPECTION REPORT

KETTLEFIELDS PRIMARY SCHOOL

Dullingham, Newmarket

LEA area: Cambridgeshire

Unique reference number: 110771

Headteacher: Ms. S. Humphreys

Reporting inspector: Peter Sudworth
2700

Dates of inspection: April 7th-8th, 2003

Inspection number: 247044

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-----------------------------------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4-11 years |
| Gender of pupils: | Mixed |
| School address: | Stetchworth Road, Dullingham, Newmarket |
| Postcode: | CB8 9UH |
| Telephone number: | 01638 508360 |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr Michael Blois |
| Date of previous inspection: | 26 th January, 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|----------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kettlefields Primary School is situated between the villages of Dullingham and Stetchworth three miles south of Newmarket. It educates boys and girls aged 4 to 11 years and has 129 pupils on roll. Almost all of these are white British. There is very small number of pupils from other ethnic groups. The school has five classes and the pupils from Years 2 to 6 are in mixed-age classes. There are more girls than boys in the school reflected most particularly in the Years 2/3 and Years 3/4 classes. Pupils enter full-time in the September before their fifth birthday. Overall, the ability of the cohorts of pupils that start the school is above average. The current cohort of reception children is average but with a large range of ability in it. There are no pupils with English as an additional language. Ten pupils have specific difficulties in learning and three of these have statements of special educational need. The proportion of pupils entitled to free school meals is well below average. The school has little movement of pupils in and out during an academic year.

HOW GOOD THE SCHOOL IS

Kettlefields is a very good school. Pupils make very good progress and achieve well. Pupils' attainment in English, mathematics, science and design and technology is well above average by the end of Years 2 and 6 and above average in art and design. The quality of teaching is very good overall with a significant amount that is outstanding. The leadership and management of the school are very good. The school provides good value for money.

What the school does well

- Pupils' attainment is well above average in English, mathematics, science and design and technology and above average in art and design and they achieve well in these subjects because of the very good teaching;
- The school provides a stimulating curriculum and is alert to keeping the curriculum fresh;
- The headteacher's leadership of the school is very good and the governing body is very effective in its work;
- Pupils show very good levels of interest in school, excellent attitudes to their work, and demonstrate very good personal development;
- The school's links with its parents and the parents' involvement in the life of the school are excellent.

What could be improved

- Consistency in the provision for religious education;
- Pupils' presentation skills and care over their handwriting as they progress up through the school.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress overall since its last inspection in 1998. The outdoor facilities for the reception children have improved. Pupils' attainment is higher in reading, mathematics, science and design and technology. Pupils are applying their mathematical skills to better effect and have more opportunities to investigate in science. Pupils' progress and attainment in design and technology have improved significantly and are now significant strengths. Some progress has been made in the provision for religious education, though it needs further development and the quality of provision is still inconsistent across the school. The overall quality of teaching is much better. There is an improved provision for music and schemes of work have been completed in all subjects. There is better monitoring of the curriculum. The prospectus complies with requirements. There is now a good challenge for pupils who are more able. Value for money has improved. Given the current staff, the school has very good potential for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | Similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | A | A* | A | B |
| Mathematics | A | A | C | D |
| Science | B | A | A | A |

| Key | |
|--------------------|----|
| Very high | A* |
| Well above average | A |
| Above average | B |
| Average | C |
| Below average | D |
| Well below average | E |

The children in the reception class are expected to fulfil national expectations for young children's learning by the end of the reception year and exceed them in reading, writing and mathematics. They are making good progress overall. Pupils' attainment in national tests at the end of Year 2 has always been well above average in the past few years and occasionally very high. In the 2002 national tests in reading and mathematics, the percentage of pupils reaching the expected level or above was in the top five per cent of schools in the country and well above average in writing. Pupils' attainment at the end of Year 6 has also usually been well above average and occasionally very high. Pupils did less well in mathematics in Year 6 than in previous years though the school exceeded the targets set by the Local Education Authority in both English and mathematics. Overall, pupils' current skills in all aspects of English are well above average, including speaking and listening. They are also well above expectations in mathematics and in science. Pupils make very good progress in design and technology throughout the school and attainment is well above expectations. Pupils do well in art and design, particularly in Years 2 to 4. The short inspection did not enable the inspection team to visit lessons in all subjects nor permit a full evaluation of the levels of attainment in them. However, the work in religious education is inconsistent in quality and pupils' handwriting could be better in parts of the school.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school | Excellent. Pupils enjoy school and take great delight in their work. They have a very conscientious approach to their studies. |
| Behaviour, in and out of classrooms | Very good. The pupils behave very well in class and around the school. They show very good consideration for others. |
| Personal development and relationships | Very good. Pupils develop a very good level of social maturity and a responsibility for themselves and others. Relationships amongst the pupils and between the pupils and staff are respectful and harmonious. |
| Attendance | Very good. Well above average. Pupils are punctual for school. There has been no unauthorised absence. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Very good | Very good |

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Children in the reception class are taught the skills of reading, writing and mathematics well. The teaching of English and mathematics is very good overall in Years 1 to 6. It is sometimes excellent in mathematics and design and technology. Excellent teaching was also observed in the conclusion to an Indian theme in Years 2 to 4. Literacy and numeracy skills are taught very effectively throughout the school. Teachers plan very well for the different abilities and ages in classes and pupils make good progress as a result. Pupils are challenged appropriately and enjoy their work. Teachers have good relationships with the pupils, manage them well and give them confidence to contribute in lessons. They question pupils effectively and draw information from them, make them explain their answers and value what they say. This helps to develop the pupils' reasoning and speaking skills and enables the pupils to take an active part in learning. They monitor pupils' activities effectively in lessons and make good use of time. They use adult terminology that the pupils take on board and then use for themselves. Art and design and design and technology are taught very effectively throughout the school. Pupils learn well through the many practical opportunities provided.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum | Good. The school provides an interesting and effective curriculum that appeals to the pupils. Much of it is practically based so the pupils gain a good understanding. Extra-curricular provision is good. |
| Provision for pupils with special educational needs | Good. The pupils are well supported and the individual education plans are of a very good quality with clear targets for the pupils' learning. The learning support assistants provide good support in class for these pupils. Reviews of the pupils' progress are regular and parents are kept informed of the learning targets for their children. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Assemblies are meaningful and provide for pupils' moral and spiritual development. Art and design and music make a very good contribution to pupils' spiritual and cultural development. Pupils have very good opportunities for their social development, including a residential visit. |
| How well the school cares for its pupils | Very good. The school takes very good care of its pupils. Child protection procedures are clearly set down. The school makes good use of assessment to plan the next stages of learning. |

The school has very good relationships with the parents and they are very supportive of the school. This is one of the school's key strengths. The provision for design and technology and art and design is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | The headteacher leads and manages the school very well. Members of staff are very supportive and there is a good team spirit. Subject co-ordinators monitor the curriculum and pupils' attainment effectively. |

| | |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How well the governors fulfil their responsibilities | The governing body is very effective in its role and governors know the strengths of the school. They monitor different aspects of work and keep themselves well informed. The governing body fulfils all its statutory responsibilities. |
| The school's evaluation of its performance | Test results are analysed carefully to see if there are areas of work that need more focus. The school analyses the progress of the priorities on the school development plan at regular intervals. |
| The strategic use of resources | The school deploys its staff to very good effect. Finance is carefully linked to the school development plan. The good quality accommodation is used to best advantage. |

In making purchases the school ensures it obtains best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Their children like school, are making good progress and expected to work hard; • The teaching is good; • They are well informed about their children's progress; • The school is well led and managed; • The school works closely with parents and is approachable; • Behaviour is good and the school is helping their children to become mature and responsible. | <p>A very small proportion of the parents stated that;</p> <ul style="list-style-type: none"> • Their children do not get the right amount of homework; • The school does not provide an interesting range of activities after school. |

The inspection team agrees with most of the parents' positive comments. Amounts of homework are clearly stated in the prospectus and the time to be spent on homework is in accordance with national guidance. The inspection team is of the view that there are good opportunities for extra-curricular activities taken over the course of the year. Some extra activities take place at lunchtime, such as recorders and gardening. There are some opportunities for pupils to participate in sport at various times of the year. Pupils attend the art club in rotation. There is an annual residential visit.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment is well above average in English, mathematics, science and design and technology and above average in art and design and they achieve well in these subjects because of the very good teaching

1. Since 1998, the school has received well above average grades in national tests at the end of Year 2 in reading, writing and mathematics. In national tests at the end of Year 6 in English, mathematics and science, it has usually obtained well above average results. Results in English and mathematics at the end of Years 2 and 6 have sometimes been in the top five per cent of schools in the country.
2. Results in 2002 at the end of Year 2 were in the top five per cent of schools for reading and mathematics when compared with all schools nationally. They were well above average when compared with similar schools, those schools with similar free school meal percentages, in reading, writing and mathematics and in the top five per cent in reading. Teacher assessed results in science were average at the expected level and well above average at the higher level with strengths in the investigative component. In the end of Year 6 national tests in 2002, the school's results were well above average in English and science and average in mathematics. When compared with similar schools, they were well above average in science, above average in English and below average in mathematics. The school exceeded the challenging Local Education Authority agreed targets in both English and mathematics at the end of Year 6.
3. Usually the children's attainment on entry is above average but the current cohort of reception children is average. Nevertheless they are making good progress in their reading, writing and mathematical skills. Several of the children are already writing sentences on their own and reading simple books for themselves. They show good imagination in much of their work and their creative work involves many of their own ideas.
4. Currently pupils' attainment by ages seven and 11 in English, mathematics and science is well above average. Over one-third of the pupils in Year 2 are expected to reach the higher level in reading, mathematics and science and about one-third in writing. At least half the pupils in Year 6 are expected to reach the higher level in English, mathematics and science.
5. Pupils' reading is well above average throughout the school. Pupils have a very good understanding of what they read. By the end of Year 6, pupils read aloud with a good level of fluency and accuracy. They analyse characters in their stories with good detail. They read regularly and show a reasoned preference for particular authors. They have good research skills and can find information quickly in books by using the index.
6. Pupils of all ages have well above average skills in speaking and listening. They listen carefully and speak with a good range of vocabulary and often with good articulation. They make well planned presentations to one another on themes that require detailed research, such as 'The pre-Raphaelite painters' and 'Journey down the Ganges' in Years 3/4. Pupils were seen to display photographs and well labeled maps on the overhead projector at appropriate points in such presentations, holding the other pupils' interest throughout. The school enters a public speaking competition annually and has achieved considerable success in this.

7. Pupils' writing often shows considerable sensitivity.

A Year 5 pupil's poem written in the style of 'Silver' by Walter de la Mer reads:

*'Calmly, peacefully, over sand,
Washes the sea, tranquil and grand,
Silver water on silver shore,
Wind sweeps the night from silver moor,
Silver moon beams to silver shells,
All around silver light dwells.....*

A Year 6 pupil writing in prose expressed this scene in setting an atmosphere of suspense:

'A gust of bitter wind lashed across her shoulder....An eerie shadow showed up against the tent flap.'

In Year 3/4, a pupil wrote in the same vein: *'As soon as I entered the terrifying wood I saw a wedged face peer at me.'* and another pupil in the same class *'Frantically he made a run for it. He was tripping over pebbles and dodging through statues.'*

8. In mathematics, many pupils by the age of 11 show good skill in the use of negative numbers. They use the four quadrants in plotting co-ordinates and do so confidently. They continue a pattern (sequence) of numbers with good levels of accuracy that takes them into negative numbers. They have a good understanding of the relationship between addition and subtraction and use this knowledge to check their answers.
9. In Years 5 and 6 science lessons, pupils plan their own investigations in small groups, showing good levels of independence, as when they found which sugar was the quickest to dissolve. They used the electronic microscope to analyse the particles before they predicted and showed good skill in using this equipment. They worked together with good co-operation and reasoned their conclusions and their predictions.
10. Pupils' work in design and technology is well above average throughout the school and the subject is very well led by a knowledgeable co-ordinator. Reception children did well in designing a jacket for a specific purpose, such as to keep someone dry, to go to a party or for a cold day. Year 1 pupils have designed their own wheeled vehicles. In Year 2/3 pupils designed containers with good skill to hold six sweets. A Year 3/4 pupil wrote: *'I had a problem when the lid was too thin but we noticed it was glued too far so when we sorted it out it was better'*. Year 5/6 pupils gained much from forming companies and marketing and packaging their biscuit designs.
11. Much of pupils' art and design work is above average in quality, particularly in Years 2 to 4. Detailed portraits in Years 2 and 3 drawn with pastels showed an excellent sense of proportion as they tried to replicate the Mona Lisa and some show a good resemblance. Their Mendhi patterns related to their work on India are of a high quality. In Years 3 and 4, pupils showed good skills as they designed Paisley patterns. They study famous artists, such as Monet, and compose their pictures in the same style. They use inks on silk and make colourful and well proportioned pictures of animals, such as peacocks and tigers.
12. One of the major factors in the attainment of the pupils and the progress they make is the quality of teaching, which is very good overall and sometimes excellent. Teachers

inspire the pupils by their enthusiasm. Teachers plan their lessons very carefully so that the work matches the pupils' prior attainment. Teachers challenge the pupils well in the activities they provide. In a Year 5/6 science lesson, there was an expectation that the pupils planned their own investigation into the way different sugars dissolved. Pupils rose to the occasion, co-operating well on the task and discussing together with a sincere earnestness how they should proceed. In the Year 3/4 class, the pupils were encouraged to tell the teacher more when they were responding to her questions in a very briskly paced English lesson and the pupils responded more fully. They were impelled to enjoy poetry in one such session. 'Why do you like it?' the teacher asked. Pupils responded 'Because it's got magic' and another 'It's got rhythm and music'. This type of approach contributes to pupils' speaking and listening skills being above average.

13. Teachers select appealing texts for discussion in literacy lessons and use adult language such as 'narrative style' that the pupils understand because they are explained and then used as a matter of course in lessons. The teachers encourage pupils to think of 'premiership words' by which the teacher means powerful, illustrative language. As a result, pupils think of such words as 'loathsome' instead of 'horrible'. Well prepared resources for the follow up activities interest the pupils, such as laminated, colourful pictures of characters the pupils are to describe. Year 1 pupils have written 'wish' stories at some length with a good awareness of full stops for their age.
14. Teachers mark pupils' work very well and show interest in what the pupils write. In one book, the Year 2/3 teacher had written *Very good descriptive writing. Most observant. Always check work through for any mistakes. Use words around the classroom to help with spelling.* Pupils take note of the comments and show improvement in their work as a result. Teachers use praise well with words such as 'You've done brilliantly'. This sets a good tone for learning and encourages the pupils to want to try hard.
15. The teaching of design and technology is a particular strength and pupils think out ideas for themselves. They are taught to evaluate their work critically so that they learn from their mistakes. Reception children drew their own coats for different weather conditions, chose the material then cut out the pattern and the material. Year 1 pupils designed their own wheeled vehicles during the inspection and these were of a very good quality for their age. They incorporated their own designs into the models and these ranged from a milk tanker to an aeroplane. Year 5/6 pupils were challenged to design a theme park attraction and were using different kinds of cams to operate the mechanisms. They produced a large variety of well finished models showing very creative ideas. These included a clown who licked an ice-cream when a handle was turned to operate the cam. The teacher had given attention to minute details so that the pupils were producing work of a good quality. Sandpaper strips had been stuck on to the pupils' tables so that they could smooth off their dowelling after sawing it to size so there were no rough edges.

The school provides a stimulating curriculum and is alert to keeping the curriculum fresh

16. The school provides an enriching and exciting curriculum. This includes good provision for the pupils' personal, social and health education in which there is strong emphasis on 'feelings and relationships', 'keeping safe', 'a healthy life style' and 'sameness and difference'. The school is aware of, and keeps the recommended percentage of curriculum time for most subjects. It is at the same time creative with the timetable.

17. A Year 5/6 food technology project, which has just been completed, was concentrated into one week and included links with several subjects. Small groups of pupils formed their own companies and gave themselves a company name to manufacture their own biscuit design. They costed the recipe for different amounts of biscuits by creating a formula on the computer. They considered health and safety and hygiene checks to ensure the highest possible standard, considered quality checks on batch baking, compiled their own advertisement, and scripted a radio or television advertisement. They created their own glossary in their write up of the project and did a product evaluation using a mathematical diagram. Pupils designed and made their packaging having first made a prototype. They made observational drawings of the tools they used and indicated their use and safety points. The quality of pupils' work in this project is of a high standard and effectively blends different subjects of the curriculum. It has given the pupils an opportunity to apply their mathematics and oral and written language skills in a creative process.
18. During the inspection, an Indian afternoon brought to a very successful conclusion work on India that had taken place during the term. During the afternoon, pupils undertook a range of activities, including food and tea tasting and silk painting with inks. They selected cloth to make a sari and then tried it on complete with a garland. Some of the silk paintings were of a high quality, including that of a beautifully designed peacock using shades of greens and blues. Pupils gained much from the afternoon and furthered their knowledge of Indian life and culture.
19. Experts enrich the curriculum, for example coaches visit for hockey, football, rugby and tennis at different times of the year. Parents with specific expertise offer their services successfully for both on-going academic work, as in mathematics, for pupils who have special educational needs, for special events, such as the Indian afternoon, and in football coaching. Volunteers are working with some pupils who show an interest in gardening and they tend the school grounds. High quality music tuition is offered for woodwind, recorder and choir and pupils combine in ensembles and play to a good standard for their age. Good use is made of an annual residential trip that extends pupils' physical and academic development, particularly in information and communication technology. It also helps to enhance their social development. Parents and staff provide very good opportunities for extra-curricular provision, such as music, sport and an art club, some of which takes place at lunch times. Some of these activities are arranged with other local schools, including sporting tournaments and musical activities, where pupils can mix with, and compete against, similar aged pupils, further contributing to the pupils' very good social development. Good links with other schools allow expertise to be shared, group policies to be developed and professional development to be arranged. These links help to enrich the curriculum, as in the recent jointly planned African Day, which further pupils' cultural development.
20. The school does not like the curriculum to stand still and is always seeking ways to improve it. Regular half-termly evaluations take place of the curriculum to develop further those aspects that go well and to amend or take out those parts that are less successful. It is keen to take part in new initiatives. As part of a network of schools, it has just applied for a grant to improve independent thinking and learning and to make more creative use of the curriculum. It has been chosen to be part of the same network of schools, using computers to work with, and learn from, colleagues in other schools, communicating not only face to face but also through '*virtual reality*' group meetings. Recently pupils met with pupils from other local schools to learn about the world of work. Pupils were given a role in a fictional town, given a salary and

qualifications and acted out their character in role, making decisions about leisure, the purchase of a vehicle and where to live.

21. The school is taking part in a health promoting schools project and this involves parents, staff, pupils and governors. Pupils have been involved in identifying areas around the school that need improvement and both pupils and parents in completing a health risk questionnaire identifying areas for improvement. This is proving to be a successful venture.
22. The school works well to provide for pupils' spiritual, moral, social and cultural development. Opportunities in music, art, design and technology, public speaking, responsibilities assigned to pupils and their involvement in decisions assist their all round development and confidence. They show very good levels of social maturity and independent thinking for their age as a result.
23. Good use is made of visits to support the curriculum. They visit places of interest linked to their studies, such as to the Fitzwilliam Museum in Cambridge to support work in history and reception children visit the National Stud in their work on animals. Years 2, 3 and 4 pupils dressed up as Victorian children in one recent visit to a working railway museum in their studies of that time.

The headteacher's leadership of the school is very good and the governing body is very effective in its work

24. The enthusiastic headteacher manages the school very effectively and has the very good support of the parents and the staff. She has a very good working relationship with the governing body. The headteacher has a very clear vision for the school and the governing body supports her very well in this. The school's continual review of its curriculum and its involvement in new initiatives are clear signs of the way in which the school is constantly seeking to move forward and increase the excitement of the curriculum for its pupils.
25. The school development plan is a good document. It takes a long-term view of the school's future aspirations with a curriculum focus termly in addition. The success criteria within the plan are written in language that enables the school to measure whether the initiatives have been successfully undertaken. The staff handbook is thoroughly thought through to guide the staff on routine matters and issues of health and safety. It shows good administrative planning with details of staff meetings for the year ahead and internal arrangements for other aspect of the school's life in good detail.
26. The governing body is very committed. Members of the governing body have well considered guidance for carrying out their monitoring visits to the school. This contains good written advice about what to look for and the type of questioning that will obtain the best information. Members of the governing body have significant and varied professional expertise that supports them in their roles. They visit the school at intervals to monitor the provision, to meet the subject co-ordinators and to update themselves on their specific responsibilities. The committees have well defined terms of reference. There is a very effective health and safety committee made up of governors, management and support staff. The headteacher's reports to the governing body are informative and the minutes of governing body meetings are clear.
27. There are good and shared opportunities to monitor the quality of work in the school. Members of staff have time allocated on a rota basis to support the overseeing of their

curricular responsibilities. There are regular meetings to share the evaluation of planning and to discuss pupils' progress.

28. The school analyses its performance in national tests well. It checks the responses of boys and girls separately to particular questions and takes action on these if performance shows any signs of weakness. It has, for example, analysed pupils' responses to spelling questions and logged the frequency of errors.

Pupils show very good levels of interest in school, excellent attitudes to their work, and demonstrate very good personal development

29. Pupils enjoy school. They like the activities and regard many of them as fun. They talk warmly about their school. Some parents at the parents' meeting before the inspection stated that their children couldn't wait to get to school. Pupils show very mature attitudes for their age. They are polite and friendly and converse easily with adults. Pupils show a mature response to any potentially difficult situation by suggesting they would walk away from anyone who might be unkind to them. They are confident that the school resolves any problems. They take part in forming school and class rules and know that rules are made 'so you don't hurt yourself or others'. Pupils' enjoyment of school is indicated by the well above average level of attendance and their very good level of punctuality.
30. In lessons pupils are very well behaved. They show much interest in their studies and concentrate well. They co-operate with one another to good effect in reaching shared decisions in pairs and groups and boys and girls work well in partnership. Year 1 pupils worked well in this way when they undertook an investigation with cars down a ramp to find the car that went the furthest, making sure that all conditions for the test were fair. Pupils listen carefully to what others have to say, wait their turn to speak and are polite when answering.
31. Pupils carry out effectively several well thought out responsibilities in school, such as managing the playground themselves to ensure playtimes run smoothly. They have purchased equipment for the playground and organise its use at playtimes. They purchased and now organise a friendship bench where children can sit if they feel lonely. Older pupils have a rota to ensure no-one needs to be alone or have no-one to play with and they befriend the pupils who sit on the bench. They have been trained to deal with others in such situations. They have a well run and democratically elected school council that takes decisions about the school. It has organised a suggestion box so that any pupil can feel involved in what happens at the school. Older pupils help with dining room arrangements and help the younger pupils, ensuring, for example, that they can carry their trays. The school council raises money for charity and organises its own fund-raising events.
32. They have good opportunities to mix with pupils from other schools and learn to win and lose in competitive events. In the school's own sports day, they learn to work as a team and to take part to the best of their ability and to acknowledge that all have different sporting talents. They have good opportunities to take part in team games and learn to play fairly and do their best.
33. They show good appreciation of one another's efforts as when they listen to prepared talks in Years 3 and 4 and automatically applaud the speaker's efforts. They listen attentively to the music played by the ensembles in assemblies.

The school's links with its parents and the parents' involvement in the life of the school are excellent

34. Links with the parents are a very strong feature of the school's life in this over subscribed school that has waiting lists for several classes. Justifiably parents have very positive views of the school indicated in the parents' questionnaire issued before the inspection and at the parents' meeting. One parent, who wrote privately to the registered inspector before the inspection began, states in the letter: *'I really can't say enough about the school. I am continually amazed by how enthusiastic and proactive the teachers are. I really feel privileged to have my children educated at Kettlefields.'*
35. New parents and their children are inducted effectively to the life of the school. They receive good information about how they can help their children with early reading, writing and numeracy. There is a realistic expectation that parents will be supportive of their children's education whilst at the school and parents respond well to this. There is positive encouragement for parents to approach the school if they have any queries. The home-school contract requires parents to support their children with homework activities. The range of these and the expectations about frequency and time to be spent for each year group, are clearly outlined in the school prospectus. For example, the statements for each year group include, for reception children 'a mathematics game will be sent home once a fortnight and should be played at least 2/3 times.' For Year 3/4 'The learning of spellings-sent home weekly with daily practice of 5 minutes' and for Year 5/6 'Mental mathematics practice 10 minutes daily practice'. The good support parents give to these arrangements assists the school in achieving the very good standards it obtains. Pupils' work done voluntarily at home, such as in art and writing, is valued and given a special place in the displays of work.
36. Parents play various important roles in the life of the school and these help to cement links between school and parents and bind the school to the larger community. A rota of volunteer parents mans the gate at the start of the day to enhance pupil safety, as many pupils come by car. The enthusiastic Parent and Teacher Association is very well organised. It arranges several well supported events, some of which are open to the whole community, and raises substantial sums of money for the benefit of the children. Parents provide very effective support in managing the lending library of mathematical games. They ensure the games are complete and include information about how the game should be played and what learning can be got out of it. They seek and obtain evaluations of these from other parents of fitness for purpose and they respond well. Parents analyse these responses and this helps future arrangements.
37. Several parents support learning in the classroom. Some assist the timetable arrangements by helping at regular times and for specific duties. Some use their particular skills, for example in numeracy work with more able pupils and for help with pupils who have learning difficulties and for sewing. Others undertake valuable general assistance. Occasionally parents use their specific occupational skills for particular learning. They volunteer for particular projects, such as a pilot who 'flew the pupils to Mexico' in a mock up aeroplane. The gardening club, which works to make the school grounds attractive, is organised by a parent who has particular skills in landscape design. Parents joined in the fun and dressed up as Victorians to accompany the children on a visit about Victorian life.
38. Several parents lend artefacts for particular studies and these help to create stimulating and colourful displays and assist pupils' understanding. The displays about the pupils' current studies of India in Years 2, 3 and 4 are of a very high quality and contain several items sent in by parents. Parents gave very strong support to the

school's Indian afternoon during the inspection. They prepared Indian food, helped to dress the pupils' in saris, assisted the pupils to draw Mendhi patterns on their hands and supported the staff in the supervision of silk painting. These excellent experiences, some of which would not have been possible without parental support, combined to give a fitting conclusion to the pupils' work on India during the term that was coming to an end and to give them memories that are likely to last for ever.

39. Parents help in other practical ways. When the school increased in size and a mobile classroom was sited in the grounds during the past summer, parents willingly set about decorating it in time of the start of the school year.
40. Parents' views are sought on a range of issues. They receive questionnaires on school issues and the results of these are acted on. Working parties have been set up comprising parents, staff and governors on issues surrounding pupils' health and safety. These include one for pupils' emotional; well-being and another is concerned with healthy eating issues. Action plans for both working parties have been agreed. This is resulting in new thinking about the kind of food to be served for school dinners in accordance with healthy eating education.
41. Regular communication from the school keeps parents well informed. In one class the teacher sends out a weekly newsletter of what the class will be doing during the forthcoming week. There are good opportunities for parents to discuss the pupils' progress. Curriculum evenings keep parents well informed, such as meetings to discuss the school's approach to drugs awareness and sex education. A yearly well attended open afternoon allows parents and others to see the school in action. It provides an opportunity to observe teaching and learning at first hand and gives parents a better understanding of how the school is organised and what takes place during the school day.

WHAT COULD BE IMPROVED

The consistency in the provision for religious education

42. Overall, the work in religious education in the past has not adequately met the requirements of the Agreed Syllabus and insufficient progress has been made since the last inspection when the provision of religious education was highlighted as an issue. The school recognises that this is still an area for attention. In some classes, there was little work in religious education in the pupils' books. Work seen was sometimes shallow with little depth of interpretation. Worksheets used were not of a good quality and did little more than provide some brief knowledge. They demanded little of the pupils' own efforts and of their own thinking. The school has recently begun to address the provision of religious education more rigorously. There are some signs of improvement. Some good work was seen during the inspection in Years 2, 3 and 4 in relation to the pupils' studies in Hinduism and pupils had remembered much of the detail of what they had learned. It recently held a 'holi' day, a Hindu festival, when pupils learned more about some of the beliefs of practising Hindus. A day of activities included the lighting of a bonfire to symbolise light against darkness and the power of good against evil. Pupils danced around the fire and learned about different Hindu gods.

Pupils' presentation skills and care over their handwriting as they progress up through the school

43. Pupils develop a good style of handwriting by Year 4 and usually present their work neatly. They continue well in Year 5 but as they progress through Year 5 and into

Year 6 and use ink as a regular writing medium, they become careless and the quality of their handwriting deteriorates. Sometimes they mix print and joined-up writing. Presentation of work suffers as a result. In classes throughout the school, some pupils do not hold their pencil or pen correctly and this affects the writing quality.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The school has made good progress since its last inspection in January, 1998. Much of what the school does provides a stimulating environment for learning that interests the pupils and they work hard as a result. In seeking to improve the quality of educational provision further, the governors, headteacher and staff should consider the following:

- Ensure expectations are consistent across the school in the provision for religious education and that pupils develop their skills and knowledge in the subject as defined in the local Agreed religious education syllabus;
(Para 42)
- Improve pupils' presentation skills and the care the pupils take with their handwriting as they progress up through the school.
(Para 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|----------------------------------------------------------------------|----|
| Number of lessons observed | 20 |
| Number of discussions with staff, governors, other adults and pupils | 11 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 5 | 4 | 8 | 3 | 0 | 0 | 0 |
| Percentage | 25 | 20 | 40 | 15 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – YR 6 |
|-----------------------------------------------------------------------|---------|-----------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A | 129 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 6 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – YR 6 |
|---------------------------------------------------------------------|---------|-----------|
| Number of pupils with statements of special educational needs | N/A | 3 |
| Number of pupils on the school's special educational needs register | N/A | 10 |

| English as an additional language | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 4 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.6 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

* Indicates figures are not statistically significant due to the low number of boys or girls.

Attainment at the end of Key Stage 1 (Year 2)

| | | | | |
|----------------------------------------------------------------------------------------|---------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 02 (01) | 8 | 13 | 21 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--------------------------------------------------------------|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 20 | 20 | 20 |
| Percentage of pupils at National Curriculum level 2 or above | School | 95 (94) | 95 (94) | 95 (100) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|--------------------------------------------------------------|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 20 | 20 | 20 |
| Percentage of pupils at National Curriculum level 2 or above | School | 95 (94) | 95 (100) | 95 (100) |
| | National | 85 (85) | 89 (89) | 89 (89) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

| | | | | |
|----------------------------------------------------------------------------------------|---------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 02 (01) | 12 | 6 | 18 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|--------------------------------------------------------------|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 16 | 15 | 18 |
| Percentage of pupils at National Curriculum level 4 or above | School | 89 (95) | 83 (90) | 100 (100) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|--------------------------------------------------------------|----------|---------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 16 | 17 | 18 |
| Percentage of pupils at National Curriculum level 4 or above | School | 89 (90) | 94 (90) | 100 (100) |
| | National | 73 (72) | 74 (74) | 82 (82) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils**Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------------------------------|----------------------|-----------------------------------|--------------------------------|
| White – British | 108 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 0 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 1 | 0 | 0 |
| Asian or Asian British - Indian | 0 | 0 | 0 |
| Asian or Asian British - Pakistani | 0 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 0 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 2 | 0 | 0 |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|------------------------------------------|------|
| Total number of qualified teachers (FTE) | 6 |
| Number of pupils per qualified teacher | 21.5 |
| Average class size | 25.8 |

Education support staff: YR – Y6

| | |
|-----------------------------------------|-----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 145 |

Qualified teachers and support staff: nursery

| | |
|------------------------------------------|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher | N/A |
| Total number of education support staff | N/A |
| Total aggregate hours worked per week | N/A |
| Number of pupils per FTE adult | N/A |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|----------------------------------------------------------------------------------------------------------------|---|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 1 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Financial information

| | |
|--------------------------------------------|---------|
| Financial year | 01/02 |
| | £ |
| Total income | 350,516 |
| Total expenditure | 330,757 |
| Expenditure per pupil | 2,604 |
| Balance brought forward from previous year | 26,847 |
| Balance carried forward to next year | 46,606 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 129 |
| Number of questionnaires returned | 99 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 75 | 23 | 2 | 0 | 0 |
| My child is making good progress in school. | 71 | 27 | 1 | 0 | 1 |
| Behaviour in the school is good. | 65 | 32 | 3 | 0 | 0 |
| My child gets the right amount of work to do at home. | 48 | 36 | 10 | 2 | 3 |
| The teaching is good. | 85 | 11 | 1 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 62 | 32 | 4 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 89 | 8 | 2 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 88 | 12 | 0 | 0 | 0 |
| The school works closely with parents. | 69 | 27 | 0 | 2 | 2 |
| The school is well led and managed. | 95 | 5 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 83 | 15 | 1 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 46 | 39 | 9 | 3 | 2 |