



Over Kellet Wilson's Endowed Church of England Primary School

Inspection Report

Unique Reference Number 119614
LEA Lancashire
Inspection number 280611
Inspection dates 27 June 2006 to 28 June 2006
Reporting inspector Mr Geoffrey Yates

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

Type of school	Primary	School address	School Lane
School category	Voluntary aided		Over Kellet
Age range of pupils	4 to 11		Carnforth, Lancashire
Gender of pupils	Mixed	Telephone number	01524 732097
Number on roll	102	Fax number	01524 732097
Appropriate authority	The governing body	Chair of governors	Mr Les Saunders
Date of previous inspection	1 October 2000	Headteacher	Mrs Jo Williams

Age group	Inspection dates	Inspection number
4 to 11	27 June 2006 - 28 June 2006	280611

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Wilson's Over Kellet Church of England Primary School is a small school, but numbers have grown considerably in the last few years. It is situated in the village of Over Kellet, in a rural area close to Carnforth. The surrounding district is characterised by private property and established communities. However, some pupils come from outside the area. No pupils speak English as an additional language. The percentage of pupils eligible for a free school meal is below that in most schools. The school has an average number of pupils with learning difficulties/and or disabilities. When children start school they have broadly average skills.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features and has the capacity to be even better. The school's evaluation of itself is accurate but pastoral care is of a high order. The school gives a high priority to its Christian mission which is at the heart of its caring ethos. Pupils' personal development is outstanding. The school has a very good partnership with parents and is very well regarded by them. One parent commented, 'the headteacher is extremely competent at leading and managing the school and the school benefits greatly from such leadership.' Links with the local community are outstanding. Pupils enjoy school and attendance rates are above average. Teaching is good and as a result pupils achieve well. Standards in English, mathematics and science are above average by the time pupils leave school. Opportunities are sometimes missed for pupils to use their writing skills in subjects other than English and pupils are not always given written pointers for improvement when teachers mark their work. The school has rightly targeted writing standards in Years 1 and 2 for improvement and as a result, standards are starting to rise but more still needs to be done. The school's curriculum is good and pupils make good progress. Major improvements have been made to the school grounds which now offer outstanding provision, not only for the pupils but also for the local community. The quality of education in the Foundation Stage is good and the children reach the standards expected for their ages at the end of the Reception year. The headteacher, senior staff and the governing body together provide the school with good leadership and management. The school provides good value for money and has a good capacity for further improvement.

What the school should do to improve further

- Raise standards of writing in Years 1 and 2 by developing and building on the recent initiatives.
- Provide more opportunities throughout the school for pupils to use their writing skills in all subjects.
- Ensure that, when teachers mark pupils' work they make written comments, where necessary, to show the pupils how they might improve.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well. Year groups are small and pupils' attainment on entry varies from year-to-year but, overall, it is broadly average. Children get off to a good start in the Reception class and make good progress in learning, achieving the standards expected of them by the time they enter Year 1. Standards in Year 2 are broadly average in reading and mathematics but below average in writing. Inspection evidence shows that the initiatives put in place to raise standards in writing are having a positive impact and standards are rising. At the end of Year 6, standards in English, mathematics and science are above average. Pupils more than meet the targets set for them and they are competent in using information and communication

technology (ICT). Pupils with learning difficulties and/or disabilities achieve well because the staff are very aware of what is required to meet their needs. Pupils who are gifted and talented make good progress.

Grade: 2

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. All elements of 'Every Child Matters' are taken into account. Pupils really want to learn and are keen to talk to visitors about their work. They behave very well and relationships are very good. Pupils gain in confidence because their efforts and achievements are acknowledged and rewarded. There is a real sense of belonging to the Over Kellet family, despite a number of pupils living outside the local area. Pupils make a good contribution to the life of the school, the church and the wider community. For instance, the school council has brought about improvements, such as the outside play provision. One school council member remarked, 'what we say should happen, does happen.' Pupils learn to take responsibility by undertaking tasks. For example, both infants and juniors act as playground buddies.

Pupils' spiritual, moral and social development is good, with particular strengths in their moral and social development. The school's Christian ethos helps pupils develop spiritually and to show respect for others. The school has close links with the church and pupils regularly raise money for charities in support of those less fortunate than themselves. Pupils have a very good understanding of right and wrong and they have a good understanding about other faiths and cultures.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Classroom assistants make a valuable contribution to the good progress that pupils make and to the quality of their learning. Planning is effective and provides well for the mixed-age classes and pupils' different abilities. Visiting teachers, for example, for music and for supporting pupils with learning difficulties, use their expertise well. Teachers explain work clearly and maintain good order. They have good subject knowledge and high expectations of what they want the pupils to achieve. Good use is made of ICT to enliven lessons. A very good feature of high quality teaching in Years 5 and 6 is the opportunity provided for pupils to evaluate their own work and that of others. However, teachers sometimes miss opportunities in subjects such as history and science to develop pupils' writing skills further and to provide written pointers for improvement when marking pupils' work.

Curriculum and other activities

Grade: 2

The school provides a good curriculum which meets the needs of all its pupils. It is enriched by well attended activities outside lessons and a good programme of educational visits and visitors. Special events such as 'World Book Day' and a 'tetrahedron workshop' are much appreciated by the pupils. There are particular curriculum strengths in ICT and the school is about to be assessed for the ICT Mark Award. Since the previous inspection, the school environment, both inside and outside, has been improved. The outside provision is outstanding and used fully by the community as well as the school. Its paved octant, Elizabethan herb garden, large stone local limestone circle and many other facilities provide a truly wonderful environment for learning and for leisure. The school has some good quality resources for its curriculum but improved resources are needed for pupils in the Reception age group. A good programme of personal, social, health and citizenship education helps to ensure that pupils learn how to keep themselves healthy and safe, and prepares them to become economically aware and make effective contributions to the community.

Care, guidance and support

Grade: 1

Care, guidance and support for pupils are outstanding. Staff know the pupils very well and have a very high level of concern for their well-being. For example, the headteacher goes outside before and after school to listen to any parental concerns. Pupils confirm that they know any worries they have will be listened to and acted on. Parents particularly value the fact that the school is small enough for every pupil to be known and cared for. One parent of a child who has just started school remarked, 'my child is happy and settled.' Parents are pleased with the 'yellow page' newsletter that provides them with a wealth of information. All the required policies and procedures to keep pupils safe are in place and the school works very closely with other agencies to ensure that pupils receive any further help they might need. Systems for assessing pupils' attainment and tracking their progress are of a good quality and the information is used well. Pupils who need extra help are quickly identified and supported well.

Leadership and management

Grade: 2

The leadership and management of the school are good. The school is very popular because the headteacher, staff and governors are determined to ensure pupils receive the best possible education. The school's evaluation of its effectiveness is accurate. The headteacher provides outstanding leadership and knows what needs to be improved. The school has good systems for assessing pupils' attainment, keeping track of their progress and identifying areas for development. Governors, parents and pupils are involved fully and consulted well. The school's governing body is very ably led and governors carry out their duties well. The local vicar is a frequent visitor and a welcome

friend of the school. Subject leaders are taking a more proactive role in developing their areas and the literacy subject leader is highly effective. However, most subject leaders are not yet fully effective in evaluating work in their subjects. The school has dealt well with most of the issues from the previous inspection. The small size of the school hall remains an outstanding issue but the school continues to do all it can to resolve this matter. There is good capacity for further improvement and the school provides good value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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The Pupils

Over Kellet Wilson's Endowed Church of England Primary School

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Over Kellet

Carnforth

Lancashire

LA6 1BN

27 June 2006

Dear Pupils

I thoroughly enjoyed visiting your good school. It has many outstanding features and it is no wonder that more and more parents want their children to attend. I was delighted that many of you wished to talk with me and was impressed by the courtesy and help you provided.

The things I really liked about your school were:

the good progress that you make in learning, by the time you leave, in English, mathematics, science and ICT because of the good teaching you receive

the way Mrs Williams leads and manages the school so outstandingly well

your very good behaviour and attitude to work, as well as the way you really get on with each other and with adults, and the outstanding care you receive

the outstanding resources you have in the school grounds.

To make your school even better, we have asked your teachers:

to give you more opportunities to use your writing skills in subjects such as geography and history

to be more consistent in giving you written comments on how you might improve your work when they mark your books

to carry on in their efforts to improve the standard of writing in Years 1 and 2.

I wish you good fortune for the future.

Yours sincerely

Geoffrey Yates

Lead Inspector