



Kettlesing Felliscliffe Community Primary School

Inspection Report

Unique Reference Number 121391
LEA North Yorkshire
Inspection number 281003
Inspection dates 8 March 2006 to 8 March 2006
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Kettlesing
School category	Community		Harrogate
Age range of pupils	4 to 11		North Yorkshire HG3 2LB
Gender of pupils	Mixed	Telephone number	01423 770 576
Number on roll	36	Fax number	01423 772 518
Appropriate authority	The governing body	Chair of governors	Mrs C Kitchingman
Date of previous inspection	4 October 1999	Headteacher	Mrs J Shaw

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

This very small primary school serves a wide rural area. Most pupils come from socially and economically advantaged backgrounds, which is reflected in the few pupils eligible for a free school meal. All the pupils are White British. There is an above average proportion of pupils with learning difficulties and/or disabilities. The school has pre-school and after school provision on site. The numbers on roll have more than doubled since the previous inspection.

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 an effective school with some outstanding features. It provides good value for money. Parents hold it in very high regard. Standards are above average by the time pupils leave the school. Achievement and progress are good. Pupils with learning difficulties and/or disabilities achieve exceptionally well. Standards in writing have been identified as an area for improvement; actions to tackle this are beginning to improve standards, especially in Years 1 and 2. The quality and standards in the Foundation Stage are good as a result of recent improvements to the accommodation and well targeted support for the children. The school's own evaluation of its progress is modest. Personal development and well-being are excellent in every respect. Behaviour is exemplary and pupils have excellent attitudes to learning. They are very well supported by enthusiastic parents. The strong, caring ethos permeates all aspects of the school's work, resulting in confident and happy learners. The quality of teaching and learning is good. Lessons are well prepared and excellent use is made of the specialist skills of individual staff to enrich the curriculum. Sports clubs and fixtures, visits and visitors and use of the immediate environment contribute very well to the pupils' learning. Care, guidance and support are outstanding. Leadership and management are outstanding. The governing body and friends of the school have worked tirelessly with the headteacher to raise funds to improve accommodation and provide after school and pre-school care for pupils. The capacity to improve is excellent and improvement since the last inspection is exceptional.

What the school should do to improve further

- Continue to improve standards in writing by implementing the planned actions identified in the school improvement plan.

Achievement and standards

Grade: 2

The numbers of pupils in each year group are very small, which means that the national test results need to be treated with some caution. Attainment on entry to the school is average. Pupils make good progress in the Foundation Stage and most are attaining beyond the early learning goals in personal, social and emotional development, communication, language and literacy and mathematical development by the time they start in Year 1. Pupils continue to make good progress throughout school and achieve well. The above average standards are maintained throughout Years 1 and 2. By the time they leave in Year 6, standards are above average. Achievement in music and design and technology is good. The results of the 2005 national tests showed that the small number of pupils in Year 6 achieved equally well in English, mathematics and science. The school identified a slight difference in standards in reading and writing that they are beginning to tackle. The achievement of the more able pupils throughout Key Stage 2 is also good. The school met its targets in 2005. The trend in standards over time is good. Pupils with learning difficulties and/or disabilities make good

progress as a result of their skilled support and individual learning plans. All pupils throughout the school achieve equally well because they are known very well by their teachers and frequently complete work that is tailored to their individual needs.

Personal development and well-being

Grade: 1

This is an outstanding aspect of the school's work. The attitudes and behaviour of pupils are exceptional. Pupils really enjoy belonging to this school. Attendance is generally good. The spiritual, moral, social and cultural development of pupils is very good. Actions to promote an awareness of the diversity of cultures through visits, for example, to Bradford, and visitors such as the Dixie musicians and Indian dancer and musician are excellent. The democratically elected school council take their responsibilities maturely and have are involved in decision-making. Pupils of all ages collaborate very well and are very sensitive to the needs of others, for example through fund raising activities to purchase animals for African villages. Even very young children, have learned that 'we work as a team here' as they collaborated to make an ocean shaker in the Foundation Stage. Pupils keep fit as a result of the wide range of sports events and encouragement to adopt a healthy lifestyle. They enjoyed the exercise club, feel safe in school and understand the dangers of fire and road safety as a result of visits of the police and fire service.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. A strong feature of teaching in both classes is the very good provision for pupils with learning difficulties and/or disabilities because of the sensitive and encouraging support provided by the teaching assistants. This results in good progress. Pupils are encouraged to be active learners. All pupils learn effectively because they take a mature level of responsibility for their learning and are able to work well independently. Pupils are highly motivated and contribute readily to discussions. They are enthusiastic and keen to succeed, although there could be more account taken of the needs of more able pupils in both classes, for example, by including extension activities in planning. However, the quality of planning overall is good and does take account of mixed ages in each class well. When pupils are told what they are expected to learn and have this reiterated throughout the lesson their engagement is more purposeful, for example in music. Teaching and learning in the Foundation Stage are good because the teaching assistant is very skilled in her ability to build on pupils' interests and include innovative ways of teaching basic literacy and numeracy skills, for example, children learned the 'P' sound effectively as they popped popcorn in the microwave and wrote 'P' on the interactive whiteboard. Assessment procedures are thorough and greatly improved since the last inspection.

Curriculum and other activities

Grade: 1

The curriculum is effective in enhancing pupils' excellence and enjoyment of learning. All statutory requirements are met. The steps taken to improve information and communication technology (ICT) and to promote basic skills are good. Pupils are encouraged to take responsibility, by raising money for others and managing their own money through the school's weekly bank. Business enterprise initiatives equip pupils well for the future. Pupils are effectively involved in the community. The curriculum generally provides equally well for all pupils, especially those with learning difficulties and/or disabilities. A wider than typical number of visits, visitors and out of school activities is very effectively enriching the curriculum. Effective displays and the use of the specialist skills of the staff, for example to teach French, high quality design and technology, music and ICT, provide a very well balanced experience for all pupils. Recent improvements to the provision for the Foundation Stage are very good. The children have a range of very innovative activities to choose from in a recently built extension.

Care, guidance and support

Grade: 1

This is an outstanding aspect of the school's work. All staff are very knowledgeable about the individual circumstances of each child. Pupils are excellently safeguarded and parents have the utmost confidence in the care their children receive. Child protection arrangements are excellent and arrangements to check all adults who work with children are exemplary. Links with parents are outstanding: they are well informed and praise the quality of the support for pupils with learning difficulties and/or disabilities enthusiastically. Detailed records are kept of the individual progress pupils make from the moment they start school and parents are provided with detailed yearly reports. Pupils know what they need to do to improve their work and are encouraged to take responsibility for assessing their own progress.

Leadership and management

Grade: 1

Leadership is very successfully focused on raising standards and promoting the personal development of the pupils. The headteacher provides excellent leadership and management. She is very effectively supported by an active governing body and a very committed team of staff. Teamwork is exemplary and the views of all those involved in the work of the school are valued and included in decision-making. The weekly meeting of all staff to discuss issues arising is an effective strategy to keep everyone abreast of school developments. The governing body and headteacher have worked effectively to improve accommodation through a series of fundraising activities and the successful outcomes of bids have improved the quality of provision tremendously since the previous inspection. The popularity of the school is well reflected in the doubling of pupils on roll since the previous inspection. Significant improvements to

the outdoor environment have enhanced learning. The school is very inclusive and provides a very supportive environment for pupils with learning difficulties and/or disabilities.

The school evaluation form tends to be a modest appraisal of some of the achievements in recent years. Governors, staff and the headteacher have all monitored and evaluated teaching and learning throughout the school. They have identified the areas to improve rightly and the impact of actions is excellent. The school runs very smoothly on a day-to day basis. The good reputation and overwhelming level of praise for the school by parents is well deserved. The leadership and management provide the school with an excellent capacity to improve.

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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	1	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	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	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	1	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	1	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?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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	1	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

Thank you so much for welcoming me into your school. I really enjoyed my day talking to you and watching you work in lessons. The list below shows all the things I like about your school.

- You work hard and enjoy learning, especially when you are making and designing in design and technology and music.
- You all know what to do to make your work better because your teachers tell you when they mark your books.
- The improvements to your school buildings are great - I liked the separate area for the youngest children.
- You look after each other very well.
- You are encouraged to eat healthily and keep fit.
- You are lucky to have so many places to visit and visitors coming to school.
- Your teachers work hard and make your time in school very enjoyable.

I have asked your teachers to continue to help you to improve your writing by giving you lots of opportunities to write.

Please keep up your good work and I hope you all continue to enjoy your time at Kettlesing school.