



Kettlewell Primary School

Inspection Report

Unique Reference Number 121406
LEA North Yorkshire
Inspection number 281007
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Mr Christopher Keeler HMI

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

Type of school	Primary	School address	Kettlewell
School category	Community		Skipton
Age range of pupils	4 to 11		North Yorkshire BD23 5HX
Gender of pupils	Mixed	Telephone number	01756 760280
Number on roll	28	Fax number	01756 760280
Appropriate authority	The governing body	Chair of governors	Mr D Knight
Date of previous inspection	15 January 2001	Headteacher	Mrs R MacDonald

Age group 4 to 11	Inspection dates 16 November 2005 - 17 November 2005	Inspection number 281007
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Kettlewell Primary School serves a rural community in the North Yorkshire Dales National Park and has been established on the current site since 1885. Many pupils travel to the school from outlying areas. There are 23 pupils on roll and they are taught in two classes, Foundation Stage/ Key Stage 1 and Key Stage 2. The percentage of pupils known to be eligible for free school meals is well below the national average. Very few pupils are from a minority ethnic background and the percentage of pupils with learning difficulties and/or disabilities is in line with the national average. Pupils' attainment on entry to school at the age of four is broadly average. The school is currently working towards the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kettlewell Primary School is a good school with some outstanding features which include exceptional personal development and well-being and high quality care and support for all pupils. The school lives up to its aim, 'Quality education with happy pupils'. A strong sense of community where pupils feel secure, combined with good teaching provide a very good foundation for learning. Pupils enjoy coming to school where they feel valued. Their behaviour is excellent and they display very good attitudes to learning. As a result all pupils make good progress throughout the school. The quality of provision in the Foundation Stage is good and pupils attain and often exceed the learning goals by the end of the Reception year. Standards by the end of Key Stage 1 and 2 are above the national average in English, mathematics and science. Teaching and learning are good and often outstanding, particularly in Key Stage 2. The quality of the curriculum is good. There is a strong emphasis on literacy and numeracy, however, pupils also need planned opportunities to apply these skills in other subjects.

The school is led and managed well. The headteacher has high expectations and is ably supported by a dedicated team of teachers and support staff. The headteacher and governors, who give good support to the school, have a good understanding of the school's strengths and areas requiring development. In order to monitor the progress and evaluate the success of initiatives contained in the school improvement plan, the impact that they are intended to have on pupils, needs to be made clearer.

The school's capacity to improve is good. It provides good value for money.

What the school should do to improve further

- Plan opportunities for pupils to apply literacy and numeracy skills in other subjects.
- Ensure that initiatives in the school improvement plan have outcomes that will impact on pupils learning.

Achievement and standards

Grade: 2

Standards and achievement are good. When pupils start school, their attainment is broadly average. Pupils make good progress in each key stage. Pupils are on course to attain and in some cases exceed the early learning goals expected for their age by the end of the Reception year. By the end of Year 2 standards are above average in reading, writing and mathematics. Pupils attain high standards in English, mathematics and science at the end of Year 6. This is supported by the results of national curriculum tests which in 2005 saw the overwhelming majority attain levels above those expected for their age. Pupils who have learning difficulties and/or disabilities also make good progress. There is no difference between the performance of boys and girls. These standards are achieved as a result of good teaching, targeted teaching of pupils within Key Stage 2, and the creation of a learning environment that values each pupil. The

school has high but realistic expectations of its pupils and has successfully achieved the challenging targets agreed with the local authority.

Personal development and well-being

Grade: 1

The school has rightly identified that personal development and well-being are outstanding. Pupils enjoy coming to school, they like and trust their teachers. Pupils in Years 5 and 6 are given opportunities to demonstrate responsibility and act as role models for the younger pupils, which they do extremely well. Pupils value learning which is evident by their response to their teachers and support staff during lessons. Their behaviour is excellent both in the classroom and in the playground. A notable feature of the school is the way in which the pupils work and play together. They show concern for each other and have a strong sense of justice. Pupils make good progress in their spiritual, moral, social and cultural development. They have a good understanding of right and wrong and celebrate each others' achievements as a community. Good provision is made for pupils to take part in events in their local and wider community which allows them to develop an awareness of their own culture. The school also provides opportunities through religious education and personal, social health and citizenship (PSHE) for pupils to learn about other cultures. Year 6 pupils take part in a three day residential "Myth Busters" in partnership with schools from Bradford and Keighley where diversity is celebrated and preconceived ideas and prejudices are challenged.

Pupils know about how to keep safe and what constitutes a healthy lifestyle. The school is currently working towards the Healthy Schools Award. The school does seek and act on suggestions from pupils about how to improve their school. Pupils, especially the older ones are articulate, display good social skills and relate particularly well to adults.

Attendance has improved recently and is now in line with the national average. It has been influenced by the nature of the community which relies to an extent on tourism. This has resulted in some pupils taking holidays during term time. The school has tried successfully to address the matter.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. All teaching observed during the inspection was at least good and on occasions outstanding. It is primarily because of this that the pupils make good progress and attain high standards while at the school. Teachers are particularly adept at coping with the range of abilities and learning needs in classes that contain mixed year groups. They display a thorough knowledge of individual pupils and set work that is designed to build on previous learning. Good questioning requires pupils to think before they respond thereby enhancing their

understanding. The strongest teaching was characterised by very good subject knowledge and a sense of urgency and fun to which pupils responded in a determined fashion and applied themselves wholeheartedly to the tasks set. This was especially evident in Key Stage 2. The quality of relationships was never less than good in all classes.

Assessment procedures are in place and this is supported by marking that helps the teacher to determine progress but also makes it clear to the pupils how well they are doing and what they need to do to improve. Systems to track pupils' progress over time have recently been introduced and this needs to be embedded. Individual pupil targets are set and refer to the development of good working habits. They now need to be refined to incorporate more academic goals.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. Careful attention is made to matching the curriculum to the needs of pupils in mixed age classes. Curriculum in the Foundation Stage is exemplary and pupils have plenty of opportunities to develop a range of skills in respect of the areas of learning. At Key Stages 1 and 2 a two year cycle ensures coverage of the national curriculum and is enhanced by the teaching of topics that are tailored to the range of abilities found in each class. As a result pupils are motivated, show an interest in their work and enjoy their learning. Emphasis is placed to good effect on the development of literacy and numeracy skills. However, more planned opportunities need to be provided for pupils to apply these skills in other subjects. This would enable them to consolidate their understanding while at the same time help to enhance learning in other subjects. Information and communication technology is used effectively throughout the school. The lack of on site facilities limits the provision of physical education. In order to compensate for this the school makes use of the village hall and has good links with a local secondary school which has recently been awarded specialist Sports College status. This is beginning to have a positive impact on the quality of physical education. Pupils also benefit from specialist music tuition every week. Personal, social and health education is taken seriously and attention is given to promoting a healthy lifestyle. A range of educational visits, visitors and residential experiences such as the Year 6 visit to York enrich pupils' learning. The curriculum prepares pupils very effectively for the next stage of their education.

Care, guidance and support

Grade: 1

The school's view that it offers its pupils an outstanding level of care, guidance and support is confirmed by the inspector. Every child really does matter in this school and the pupils know it. As one pupil said, 'This school is like a big family, the teachers help and look after us and we trust them'. The high level quality of care and support is evident in the quality of relationships between pupils and all staff and the knowledge that staff have of individual pupils. Parents feel that the school takes very good care of their children. There are no incidents of bullying but there are good systems to deal

with bullying should it arise. If pupils are experiencing difficulties they know who to turn to in the certain knowledge that they will be listened to and appropriate action will be taken. Child protection procedures are in place and all staff are aware of the action to take should the need arise. The school also works closely with a range of outside professionals to the benefit of pupils. Very good mechanisms are established to identify and support pupils who have learning difficulties or display particular talents. These pupils make good progress due to carefully planned work and good teaching and support from teaching assistants. The school is conscious of the need to prepare its pupils for transfer at the end of Year 6 from a very small school community to the much larger secondary school setting. This has been effectively tackled not only by arranging pupil visits but with the introduction of curriculum links and the sharing of learning styles with secondary school staff thereby enhancing continuity.

Leadership and management

Grade: 2

The quality of leadership and management is good. The headteacher has high expectations and combines the role of Key Stage 2 teacher and school leader well. She is held in high regard by parents. As a teacher she leads from the front setting high standards of professionalism. She has a clear vision for the school and is committed to providing a high quality all round education in a caring and friendly environment in which pupils can prosper. The headteacher has a good understanding of the strengths of the school as well as potential areas for development. The school development plan is a useful tool for bringing about change. However, the outcome of the initiatives with regard to how they will impact on pupils' learning is not always clear. More specific, measurable criteria would enable progress to be monitored more effectively and success recognised.

The headteacher receives good support from teachers, and support staff who take on a number of management tasks. The quality of teamwork is good and this is recognised and appreciated by the community who have absolute confidence in the head and staff. As one parent commented, 'Kettlewell Primary School's great strength comes from its dedicated staff and support teachers who are always approachable'.

Governors are very supportive of the headteacher and staff. Governors visit school on a regular basis and in conjunction with the headteacher, monitor aspects of teaching and learning throughout the school. Sub committees manage school affairs and all statutory requirements are met. The school has successfully addressed the issues raised at the time of the last inspection. It has good capacity to improve and 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?	2	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	1	NA
The behaviour of learners	1	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	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	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	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	2	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

Thank you for the cheerful welcome you gave me when I came to inspect your school recently. I was most impressed by the way you behaved and the way in which you were so friendly and kind to each other. The way in which the older children set such a good example to those younger than themselves was good to see.

You told me that you enjoy coming to school and that it feels like one big happy family. I can certainly see why you think so. You also work very hard. I noticed that you listen carefully to your teachers when they are talking, are keen to answer questions and concentrate when you are asked to complete a piece of work. As a result you are doing very well in English, mathematics and science.

However, your teachers and teaching assistants work just as hard! They want you to succeed and they teach you well. They also take good care of you which is why you feel so safe at school.

Your headteacher, Mrs Macdonald is not only a very good teacher but manages the school well. She is always looking to see how she can make it better. So, I have asked her to do two things. The first is to plan opportunities for you to use your reading, writing and mathematical skills when doing work in subjects like geography and history. I have also suggested that when she introduces something new she checks to see how much it is improving your learning.

Kettlewell Primary School is a good school and in many ways it is outstanding. But I think you know this already!

I wish you continued success. Keep up the good work.