



# Ab Kettleby Community Primary School

Inspection Report

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Better  
education  
and care

**Unique Reference Number** 119902  
**Local Authority** Leicestershire  
**Inspection number** 291561  
**Inspection date** 16 January 2007  
**Reporting inspector** Ian Knight

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

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<b>Type of school</b>	Primary	<b>School address</b>	Wartnaby Road
<b>School category</b>	Community		Ab Kettleby
<b>Age range of pupils</b>	4-11		Melton Mowbray LE14 3JJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01664 822302
<b>Number on roll (school)</b>	43	<b>Fax number</b>	01664 822302
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Rachel Roberts
		<b>Headteacher</b>	Clare Edwards
<b>Date of previous school inspection</b>	1 January 2002		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This very small school serves an increasingly large area centred on the village of Ab Kettleby near Melton Mowbray. Almost all pupils are of White British heritage, with a small number of other white backgrounds or of mixed heritage. Very few pupils are known to be eligible for free school meals. The proportion of pupils with learning difficulties or disabilities is low, and no pupils have statements of special educational needs. The school has recently been awarded the Activemark. The inspection took place in the third week of the term in which the headteacher and the other full-time teacher took up their posts.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'My son never complains about school, is always happy and is making good progress' was a typical response from parents. They also spoke of the 'happy atmosphere and joy of learning' in this good school. These comments encapsulate the inspection findings about the school and its good care, guidance and support. Pupils are very happy and thrive in an extremely supportive atmosphere. As a result, pupils' personal development is good and, all pupils feel safe and ready to learn in a positive family atmosphere. However, although pupils learn something of other cultures and faiths in their topic work, the school acknowledges that more could be done to help pupils to understand other cultures and be prepared for life in multicultural Britain. Children in Reception get a flying start, learning alongside pupils in Years 1 and 2. Teaching is good. Planning is meticulous to ensure that all age groups make good progress and learn at just the right level. Standards as children enter Year 1 are above expectations in all areas except for writing and emotional development. In Year 2, standards are exceptionally high in all areas, although reading and mathematics are higher than writing. Good teaching continues in the juniors. In Year 6, standards are above average in most areas, although writing remains lower. Nevertheless, this reflects good achievement given these pupils' starting points. The satisfactory curriculum has, in the past, emphasised imaginative narrative writing and not writing for other purposes or for other audiences. As a result, although pupils structure stories and use a wide vocabulary in them well, they are much less confident when writing non-fiction. This is compounded because the school has not consistently used other subjects as vehicles for, for example, the writing of letters, reports or recounts. The new headteacher has been in school a very short time, but has quickly identified this as an area for development. The school's good teaching already reflects other types of writing in English lessons but pupils still lack confidence in non-fiction writing. Plans are advanced for a review of the curriculum to ensure that the 'Excellence and Enjoyment' initiative is fully reflected in it and that opportunities for writing are capitalised upon in all subjects. An emphasis in the school on healthy living has produced pupils with a well developed understanding of healthy lifestyles. Good leadership and management continue under the leadership of the new headteacher. Her very clear vision for the school is shared by stakeholders who approve of her agenda for further improvement. The improvements already gained in the teaching of writing, together with a clear view of what else needs to be done, indicate a satisfactory capacity for further improvement. The sound governing body has provided a watchful eye on the school and provided a force for continuity at this time of change in the school's leadership.

### What the school should do to improve further

- Ensure that the curriculum includes more opportunities for pupils to write for a wider variety of purposes and audiences and reinforce this by providing more opportunities for pupils to write with a purpose in all curricular subjects.
- Improve pupils' understanding of life in other cultures and thus better prepare them for life in multicultural Britain.

## **Achievement and standards**

### **Grade: 2**

Children enter Reception with broadly the expected skills and knowledge. They make good progress and enter Year 1 with standards that are generally better than expected, except in the areas of writing and emotional development. Good progress continues throughout Years 1 to 6, and standards in Year 6 are above average. When considered in the light of pupils' starting points, this represents good achievement throughout the school. However, the relative weakness in writing continues, with the gap widening as pupils progress through the school. Standards in imaginative narrative writing are high, with pupils structuring stories well and using a wide range of appropriate vocabulary. However, they are less familiar with other forms of writing because the curriculum has not emphasised them enough in the past. As a result, standards in writing overall are average.

## **Personal development and well-being**

### **Grade: 2**

The supportive family atmosphere in the school is seen as a strength by pupils and parents alike. Pupils were able to talk maturely and sensitively of how, for example, a pupil had been supported by all in the school community to improve his behaviour. This sensitivity arises in part from the good spiritual, moral, social and cultural education of pupils in the school, though they could learn more about the variety of cultures in modern-day Britain. Pupils really enjoy school and want to do well, which is reflected in their good levels of attendance and good behaviour in lessons and around school. The school's plentiful provision for sport, recognised by the award of the Activemark, is appreciated by pupils, who show a well developed sense of the importance of healthy living. They understand how to stay safe and know where to turn to should they need help, confident that adults have their best interests at heart. The new school council is providing opportunities for pupils to participate more in the school community, with the election process being taken seriously by all participants. Pupils in Years 5 and 6 have received training as 'Playground leaders' and have a good understanding of what this entails. Both of these initiatives have the potential to reinforce pupils' contribution to the community, but are too new for their impact to be evaluated. Nevertheless, pupils are well prepared, through these initiatives and the good teaching of the basic skills, for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers know their classes well and match tasks closely to pupils' needs in mixed age classes, ensuring they make good progress. Focused support enables the few pupils with learning difficulties or disabilities to make the same progress as their peers and

to take a full part in lessons. Children in the class combining Reception and Years 1 and 2 benefit as they work in the group at the most appropriate level. Progress in reading is especially good. In good lessons focused work on non-narrative writing is evident, although pupils have found this change of style difficult. The school has a wealth of assessment data on pupils, showing their progress year by year. However, this is not always in a format that makes analysis and the identification of trends easy, and so its use as a tool has been reduced.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum satisfactorily provides for pupils' needs and ensures that all make progress. It has particular strengths in sport and the promotion of healthy lifestyles. The school is working towards the Healthy School standard and has already been awarded the Activemark. Planning in mixed age classes is effective and the needs of pupils with learning difficulties or disabilities are met. However, the curriculum has lacked opportunities for pupils to write in a nonnarrative form, which has affected progress and standards in writing overall. Similarly, opportunities have been missed to include opportunities for extended writing in other subjects. For example, in pupils' religious education books, most of the writing recounted bible stories, with little factual writing. The school has recognised this and steps have been taken already to redress the balance, as part of a review of the whole curriculum in line with the 'Excellence and Enjoyment' initiative. Part of this review is also to address the recognised weakness in pupils' understanding of life in a multicultural society.

## **Care, guidance and support**

### **Grade: 2**

Pupils' positive attitudes and joy in school are directly attributable to the positive family atmosphere of mutual respect and pleasure in each other's company that pervades the school. Supporting this is a rigorous approach to child protection, with all statutory requirements fully met. Academic guidance is also largely based on teachers' knowledge of pupils and their capabilities. Whilst the school has extensive data that tracks pupils' progress, this has not been used as much in the past. Nevertheless, within the mixed-age classes, pupils are guided between groups so that those who mature more slowly in Reception can have this type of experience extended, whilst those ready for the rigours of the National Curriculum can be guided to work alongside older peers.

## **Leadership and management**

### **Grade: 2**

The headteacher's vision of a school that fosters a love of learning is shared by staff and all members of the school community and is evident in classroom practice. Her informal monitoring and observations have already accurately identified areas to develop. Outcomes of this are already evident in the teaching of a broader range of

writing, but it is too early to be able to judge this in terms of its impact on pupils' long-term progress. Nevertheless, the initial outcomes of this informal monitoring and the realigning of strategic plans indicate a sound capacity for further improvement. Throughout the period of change, the governing body has kept a watchful eye on the school, organising the change of leadership smoothly and effectively. Governors visit the school regularly and report on their findings. However, they have not, in the past, been sufficiently involved in the development and monitoring of the school development plan.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

- Thank you so much for being so helpful and polite when I visited your school. I really enjoyed seeing you at work and chatting with some of you. You told me that you think the school is good and I agree. The best things about your school are:
- the teachers make sure you all do well in lessons. You help because you work hard, behave well and really try
- everyone knows and cares about everyone else. Some pupils told me how they look out for others as playground leaders
- the school was already doing well, but the new teachers have good ideas to make it even better
- you know all about healthy living and have lots of opportunities to take part in sport. I have asked the school to improve some things. These are:
- your story-writing is great, but you have not done enough of other types of writing or writing in other subjects. Your teachers have already started to do more and I know it is sometimes hard – you can help by always trying hard, even when lessons are a bit different
- you do not have enough chances to learn about all the other faiths and cultures of peoples who live in Britain, so I have asked the school to do more to help you to understand them. I hope you will continue to work as hard as you can and do as well as you can!