



Ketton CofE Primary School

Inspection Report

Unique Reference Number 120179
Local Authority RUTLAND
Inspection number 291656
Inspection dates 12–13 September 2006
Reporting inspector Mr. George Knights

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

Type of school	Primary	School address	High Street
School category	Voluntary controlled		Ketton, Ketton
Age range of pupils	4–11		Stamford, Lincolnshire PE9 3TE
Gender of pupils	Mixed	Telephone number	01780720301
Number on roll (school)	133	Fax number	01780722109
Appropriate authority	The governing body	Chair	Mrs. Sara Mann
		Headteacher	Mrs. A Rodgers and Mrs D Aspinall
Date of previous school inspection	5 March 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Ketton School serves the local village and surrounding area. Pupils join the school at the beginning of the year in which they become five years old. Almost two thirds of the pupils are boys and learning difficulties or disabilities have been identified in around a third of pupils. Attainment on entry varies from year to year but is, overall, below average. Pupils come from a variety of backgrounds. The proportion eligible for free school meals is below average. Very few pupils come from minority ethnic backgrounds and almost all pupils currently in the school speak English as their home language. The school holds the Investors in People and Healthy Schools awards.

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. The school's motto, 'Success for All' describes effectively what the school is achieving. Impressive steps are taken to ensure that all pupils are able to benefit from what it offers and achieve well. Pupils make an excellent start during their first year in school. Their needs are met very well and they make good progress in their learning and social development. Hence, by the time they enter Year 1, they are enthusiastic learners who are working at broadly average standards. This enthusiasm for learning enables pupils throughout the school to achieve well. Results in national assessments at the end of Year 2 have been average in recent years, representing good achievement for the pupils involved. In national tests in 2005, Year 6 pupils did not do as well as expected. Swift and decisive identification of areas in need of improvement, especially in pupils' writing, enabled effective action to be taken. Consequently, results in 2006 showed a marked improvement, especially in English and mathematics, where results were significantly above average. There was also some improvement in science, but more work remains to be done to improve pupils' skills in scientific thinking and reasoning. Nevertheless, the standards of the older pupils continue to be above average. The school is very successful in ensuring that the personal and social aspects of pupils' development are given as much attention as their academic work. Pupils form excellent relationships with adults and other pupils and show a high level of care and concern for others. The school's Christian ethos is lived out fully in these and other aspects of school life. Pupils participate enthusiastically in all school activities and their behaviour is exemplary, both in lessons and around the school. They are proud of their school and talk engagingly about things that they value, such as the 'secret garden' and the 'trim trail'. They feel very safe and well cared for and are very aware of the need to adopt healthy lifestyles. They make a good contribution to the community and are prepared well for adult life. Parents appreciate the excellent care, guidance and support given to their children in a secure environment. Teaching is effective, particularly in meeting the needs of individuals, and consequently all pupils currently in the school are learning and achieving well. Teachers make lessons interesting, stimulating and challenging, matching tasks and activities to the needs of individuals. They assess pupils' work thoroughly, using their findings to guide planning and to show pupils how they can improve their work. Very good attention is given to the learning and social needs of pupils with learning difficulties or disabilities. Hence, these pupils make as much progress as others in the school. The school offers a rich and varied curriculum, suitably planned to take account of the imbalance in the number of boys and girls in the school. This is further enriched by visits, including residential trips, and by visitors to school. During each year there are many special events, such as the 'Living Willow' Project and May Dancing. The good range and choice of extra-curricular activities is valued by the pupils. The joint headteachers lead the school with vision and enthusiasm, complementing one another well in the roles they perform. Members of staff, pupils, governors and parents all play a part in helping to shape the direction in which the school is moving. Evaluation of how well the school is doing is accurate. This, along with the analysis of pupil performance and planning for future development together

form a coherent strategy for further improvement. The school gives good value for money. Governors are actively involved in all aspects of school life. The school has built on the strengths identified in the previous inspection and has dealt successfully with the needs for improvement identified at that time. The capacity for the school to improve still further is good.

What the school should do to improve further

- Improve standards in science by further improving pupils' scientific thinking and reasoning.

Achievement and standards

Grade: 2

When pupils join the school their attainment is below national expectations. They achieve very well during their first year in school so that, by the time they enter Year 1, they are working at broadly average standards. Results in national assessments at the end of Year 2, in recent years, have been broadly average and this represents good achievement for the pupils involved. Decisive action ensured that results in 2006 tests were much better than in 2005, especially in English and mathematics. Comparisons with unvalidated national data shows that these results were significantly above average. This represents good achievement for the pupils concerned, who exceeded the targets set for them. Results in science also improved, but not as much as in English and mathematics, because pupils' scientific thinking and reasoning are not well-developed. Pupils currently in the school are achieving well and older pupils are working at above average standards. This good achievement is a consequence of teachers' taking great care, in their planning, teaching and assessment, to provide for the needs of each individual. Pupils with learning difficulties or disabilities are particularly well catered for so that they progress well.

Personal development and well-being

Grade: 1

The personal development and well-being of all pupils are outstanding. Pupils really enjoy coming to school, as illustrated by the improved attendance since the previous inspection. They form excellent relationships with one another and with adults in the school and their behaviour is exemplary. They quickly become confident and enthusiastic learners. The school works very effectively to promote pupils' spiritual, moral, social and cultural development. This is illustrated by the impressive project that enhances pupils' awareness of the cultural diversity of the wider community. Pupils are very aware of how to keep themselves safe. They talk knowledgeably about the need to adopt healthy lifestyles and to take regular exercise. Pupils contribute in many ways to their community. They are kind, helpful and considerate to those less fortunate than themselves, both in the school and in the wider community. Pupils are successfully acquiring the essential skills that will equip them for the next stages of education and for adult life.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well because teaching is good. Teachers plan their lessons to take account of the differing needs of each individual. Teachers and teaching assistants work very well together, supporting individuals and groups who have difficulty with their learning. Teachers ensure that teaching assistants are well-informed before lessons and hence the assistants make a valuable contribution to all classrooms. Pupils are generally encouraged to think for themselves and are aided in this by teacher questioning which is challenging and sharply focused, though this is not always the case. Teachers mark pupils' work carefully and guide pupils on how they can improve their performance. They are making good use of their assessments of pupils' work to give them challenging targets for improvement. Assessment is particularly impressive in the Foundation class, where observations of pupils new to the school are being used very impressively to guide future learning programmes.

Curriculum and other activities

Grade: 2

The school provides pupils with an interesting and varied curriculum. Many lesson activities enable pupils to develop their practical skills. The curriculum in the Foundation Stage is rich, providing children new to the school with particularly stimulating and exciting activities that help them learn very well. Helping pupils to think and reason are emerging strengths throughout the school, though this is not yet developed well enough in science. Good work has been undertaken to provide activities that improve pupils' writing, and classroom activities are designed to take account of the large number of boys in most year groups. Pupils attend the good range of extra-curricular activities enthusiastically.

Care, guidance and support

Grade: 1

Care, guidance and support are excellent. Arrangements to ensure that pupils are safe are applied rigorously by all staff and are taken very seriously by pupils. Steps to safeguard learners are fully in place. Additional programmes to support pupils who have fallen behind in their learning are effective. Analysis of pupils' performance is used skilfully to plan future work. Teachers keep pupils well informed about the progress they are making and guide them on how to improve. Pupils clearly understand the individual targets that teachers set for them and strive to achieve them. The school council, now one year old, provides an increasingly useful forum in which pupils' views can be considered. Pupils who are members of the council are proud to represent their classmates and take their responsibilities very seriously. Parents are confident that their children are safe, well cared-for and challenged to do their best.

Leadership and management

Grade: 2

Leadership and management of the school are good, with some significant areas where practice is outstanding. The joint headteachers give a very strong, clear lead in helping the school achieve its aims and they complement each other very well in sharing the responsibilities of headship. All members of the school community are committed to working together and there is a shared vision for further development. The analysis of pupil performance is rigorous, thorough and effective in guiding improvement and setting targets that are challenging both for teachers and pupils. The evaluation of performance is an area of growing effectiveness and is closely linked to identifying priorities for moving the school forward, but more remains to be done to ensure that best practice is shared. Governors are fully involved in the review of the school's work and are helping to shape its future direction. Resources are used effectively, as illustrated by the careful management of the budget in order to enable the recent increase from five to six classes.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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	2
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

Dear Children I would like to thank you all very much for making me feel so welcome when I came to inspect your school recently. I really enjoyed coming to your lessons, joining you in assembly and watching you play together. Thank you for talking to me about your work and helping me to find my way around. Because you told me how good it is, you will not be surprised that I think yours is a good school with some things about it that are really good. Your teachers, and their assistants, help you to get off to an excellent start in Class 1 and then ensure that you continue to make very good progress when you are further up the school. You enjoy learning and I'm sure that this is because your teachers make lessons interesting. They are very good at matching the work you do to the needs of each one of you and this is very important in helping you all to do as well as you can. The activities your teachers provide help you to think well, but they need, in your science lessons, to give you even more opportunities to think scientifically. You work hard, you help one another and you try to do your best. You obviously feel very safe in school and this is because your teachers and other members of staff get to know you well, care for you and make sure that you get the support you need. Your school is well run. The staff, governors and your parents all work very well together to do their best for you. Your headteachers and other members of staff have exciting plans to make your school even better. My very best wishes to you. I hope that you all do very well in the future. Yours sincerely George Knights Lead Inspector