

Nether Kellet Community Primary School

Inspection report

Unique Reference Number	119141
Local Authority	Lancashire
Inspection number	301761
Inspection dates	7–8 June 2007
Reporting inspector	Michael Onyon

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	66
School	
Appropriate authority	The governing body
Chair	Ms Christine Holdsworth
Headteacher	Mrs Pamela Defeu
Date of previous school inspection	1 November 2003
School address	Bridge Road Nether Kellet Carnforth Lancashire LA6 1HH
Telephone number	01524 733778
Fax number	01524 733778

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a much smaller than average primary school in a small village in rural north Lancashire. Pupils come from a wide surrounding area including some local towns. Most pupils are White British and there are very few for whom English is an additional language. The proportion of pupils who are eligible for free school meals is very low. The proportion of pupils with learning difficulties and/or disabilities is above average, with an average proportion with statements of special educational need. Children's standards when they start in the Foundation Stage (Reception) vary from year to year but are generally similar to those of other children of this age. The school has Healthy School status.

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 that provides well for its pupils and gives good value for money. The headteacher offers a clear, shared vision for improvement and, in this small school, has developed strong links with the community together with a determination to provide the best for each pupil. She is supported well by staff and governors in the promotion of above-average standards and good achievement. There are small numbers of pupils in each year group, making year-on-year comparisons difficult. From average starting points, children make good progress so that, by the end of Reception, the majority reach standards similar to the levels expected for children of this age and many exceed them. Good achievement and progress continue so that, by the end of Years 2 and 6, standards are above average but not enough pupils reach the higher National Curriculum levels. Personal development, including spiritual, moral, social and cultural development, is good. Behaviour and relationships are good and contribute significantly to pupils' good progress. The views of the majority of parents were summed up in a comment referring to the friendly atmosphere and how the school is at the heart of its local community. Attendance is above average. Pupils enjoy coming to school, where they feel safe and well cared for. They have a good awareness of how to lead healthy lifestyles and are well prepared for their future economic well-being.

Teaching and learning are good. A strength in the teaching lies in the way work is appropriately planned for pupils of different ages and abilities in the mixed-age classes. Lessons are interesting and teachers and support staff work well together, particularly in support of pupils with learning difficulties and/or disabilities. Pupils' work is marked regularly. However, the marking does not always provide pupils with information on how they might improve and, as a result, opportunities to extend learning are sometimes missed. The curriculum is good. It is enriched by a variety of extra-curricular activities, visits and visitors so that pupils are encouraged to learn. Provision for personal and health education is good and the curriculum is adapted to provide for the wide range of ages and abilities in classes. Links with outside agencies are strong and this helps to extend the curriculum. Care, guidance and support are good overall. Pastoral guidance is strong. This is a caring school with very close family ties. Individual pupils are well known and highly valued so that they grow in confidence and self-esteem. Support for pupils with learning difficulties and/or disabilities is good so that they make good progress. Academic guidance is good, helpful and supportive for most pupils but does not always give enough guidance to a few of the most able pupils.

Leadership and management are good. The headteacher's vision for the school's future is shared by staff and governors. All work well as a team to ensure high standards and good personal development. The headteacher has worked hard to ensure that the staffing position is secure for the coming academic year. Staff with management responsibilities fulfil their roles well and contribute positively to the school. The school's self-evaluation of its effectiveness is good and the whole school community contributes to the effective school improvement plan. Improvement since the previous inspection has been good and there is a good capacity for future improvement.

What the school should do to improve further

- Set work at an appropriately challenging level for the most able pupils throughout the school.
- Improve the consistency of marking so that pupils understand what they need to do to improve their work.

Achievement and standards

Grade: 2

Achievement is good. This leads to above-average standards at the end of Year 6. Statistical data need to be treated with caution because of the small numbers in each year group. Because of this, the school judged standards and achievement to be satisfactory. Recent results show that standards are improving. In the Foundation Stage, children make good progress, with most children reaching the goals expected for their age. Pupils make good progress in Key Stage 1. The results of assessments in reading, writing and mathematics at the end of Year 2 have varied over the last three years but are higher than the national average of 2006. The school's data and inspection evidence indicate that the pupils have achieved well. In Key Stage 2, the rate of progress is maintained and pupils achieve well. The results of the national tests at the end of Year 6 in 2006 were above average in English and average in mathematics and science. In the current Year 6 progress is good. The school's data show that standards are rising.

Personal development and well-being

Grade: 2

Pupils respond with enthusiasm to the positive ethos of the school, which ensures that spiritual, moral, social and cultural development is good. Pupils enjoy school and this is shown by their attendance, which is above the national average. Pupils say they feel safe and like the way that everybody gets on well together. The strong commitment of the headteacher and staff and the good relationships within the school ensure that all pupils, from the youngest to the oldest, have a voice in this small, family-like community. School council members and playground 'buddies' fulfil their roles well and are involved in decision-making, for example, by suggesting recycling activities and providing play equipment for use at playtimes. All pupils have a good understanding of healthy living. Pupils' good basic skills and good personal and social skills prepare them well for the next stage in their education and for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers know the pupils well and ensure that, in the mixed-age classes, work is well suited to different ages and abilities so that most pupils make good progress. However, some of the most able pupils do not always have sufficiently challenging work. Pupils are keen to learn and say that teachers make lessons lively and interesting. For example, pupils explored animal habitats, using an interactive whiteboard and a range of well planned individual activities so that their understanding was increased. Teachers and support staff work closely together, particularly to enable pupils with learning difficulties and/or disabilities to make good progress. Teachers make sure that pupils know what they are expected to learn and assess how well they have progressed at the end of lessons. Although there are some good examples of marking which help pupils to know what they need to do in order to improve, this is inconsistent. As a result, opportunities are missed to extend learning.

Curriculum and other activities

Grade: 2

The curriculum is good. It is enriched by a wide range of visits, visitors and extra-curricular activities. It is enhanced by the effective use the school makes of the local area and practical activities that extend learning. This helps pupils to become fully engaged in their work. Personal, social and health education gives pupils a very good understanding of how to lead healthy lifestyles. There is a clear focus on the basic skills and these are used well in other subjects so that pupils see a purpose in their learning. A strength in the curriculum is in the way it is adjusted to meet the needs of a wide range of ages and abilities. This ensures that almost all pupils, with the exception of a small minority of the more able pupils, make good progress. There are good links with outside agencies which help to extend the curriculum, such as the introduction of French through partnership with a local high school.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The safeguarding of pupils meets national guidelines and good systems ensure the health and safety of pupils. Staff know all pupils and their families well and take action where necessary to ensure pupils' happiness and well-being. Partnerships with parents and other professionals are good, ensuring good progress for pupils, a balanced curriculum and that any pupils with learning difficulties and/or disabilities are monitored and supported well. The strength of partnership with the community is illustrated in pupils' pride in their large school garden, which is supported by a range of local organisations. Systems for tracking pupils' progress are effective in helping staff to identify any likely underachievement. The system does not always establish the needs of a few of the most able pupils in order to help them reach higher standards.

Leadership and management

Grade: 2

Leadership and management are good. Through her drive and vision, the headteacher sets high standards for herself and others, so much so that she is cautious when judging the effectiveness of teaching and learning and standards and achievement. She is perceptive about what is needed to raise standards and determined that the school will succeed because every child matters. This is evident in the current plans to identify the needs of some of the more able pupils. The staff team fully support her and are committed to raising standards. A feature of the leadership is the success in bidding for additional funds from national and local sources, particularly to improve the school environment. Subject leaders have clearly defined responsibilities for assessing the quality of provision and progress of pupils in their subjects. Through its self-evaluation, the school has an accurate, though sometimes modest, view of how well it is doing. Strategies are in place to improve provision and so raise standards, particularly in writing. The school has improved well since the previous inspection. All issues identified then have been successfully addressed. The governors fulfil their responsibilities well, supporting and challenging the school's management appropriately.

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Annex A

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	2
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	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

How good is the overall personal development and well-being of the learners?	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	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?	2

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.

Annex A

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	2
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	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

9 June 2007

Dear Pupils

Inspection of Nether Kellet Community Primary School, Carnforth,

LA6 1HH

Thank you for making me so welcome in your school and for your help during the recent inspection. I thought you were well behaved, polite, courteous, and worked hard in your lessons. I enjoyed talking to you and listening to what you had to say about your school. You are in a good school where all staff work hard to help you to do your best. You told us that you liked your school and enjoy your lessons, as well as the clubs, visits and visitors. You are rightly very proud of your school garden and keen to invite those who have helped you to build it to the opening ceremony. You know a lot about staying safe and being healthy. You take part in a range of exciting activities which help you to learn about the world. You also care for each other and take on responsibilities. This helps you to become good citizens as you grow older.

The teachers have the right ideas about what to do to improve your work. We have asked the school to help more of you reach the higher levels in national tests at the end of Year 2 and Year 6, and to help you understand what you need to do to improve when your work is marked. It was a pleasure to visit your school. Keep working hard so that you continue to do well.

Yours sincerely

Mr M Onyon

Lead inspector