

Kell Bank Church of England Primary School

Inspection report

Unique Reference Number	121508
Local Authority	North Yorkshire
Inspection number	314015
Inspection date	7 May 2008
Reporting inspector	Bernard Jones

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5-11
Gender of pupils	Mixed
Number on roll	
School	20
Appropriate authority	The governing body
Chair	Rev D Cleeves
Headteacher	Mrs K Allison
Date of previous school inspection	15 November 2004
School address	Healey Masham Ripon North Yorkshire HG4 4LH
Telephone number	01765 689410
Fax number	0

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, leadership and management, and guidance given to pupils. Evidence was gathered from lesson observations the scrutiny of pupils' work, assessment data and other related documents. In addition, interviews were held with pupils, parents, members of the governing body and the headteacher. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This is a small school that serves the local villages of Healey and Fearby and outlying hamlets. There are two mixed-age classes to cater for pupils aged 5 to 11 years. Almost all pupils come from White British backgrounds and there is a wide variety of social circumstances. The percentage of pupils entitled to free school meals varies with the small numbers in each year, but overall is broadly average. There is a similar picture regarding the proportion of pupils with learning difficulties and/or disabilities. Currently the percentage is average. The school appointed a new headteacher last year. The school has attained the Healthy Schools Award, the Activemark, the Artsmark, the Basic Skills Award and the Investors in People Award.

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 and gives good value for money. Attendance is good and reflects pupils' enjoyment and their enthusiasm to come to school. Pupils' personal development is excellent. They have very positive attitudes because the school emphasises the need for every pupil to be happy and to succeed. As a result, behaviour is excellent. Pupils are very proud of their school and eager to show visitors how well they are doing. They enjoy making contributions in school and to the wider community. Pupils learn well how to look after themselves, including how to live healthily and stay safe. The school council operates effectively. Older pupils take very seriously the responsibilities they are given to help younger children, for example in organising changing routines for swimming and games during breaks and at lunchtime. Pupils' spiritual, moral, social and cultural development is excellent because of the school's focus on developing all-round mature individuals. Pupils have a clear sense of right and wrong.

Parents are pleased that the school is very successful in helping children from different backgrounds and with different needs to get along so well together. They also appreciate that pupils are taught to consider others and this makes a real impact on their children's all-round development. They feel that pupils are prepared well for the next stage in their education, requiring as it does the move from a very small village school to a much larger secondary school. Pastoral care and support are outstanding. Child protection, health and safety procedures and risk assessments are in place. The excellent guidance given by staff helps to ensure that pupils are kept safe. The school has good links with a variety of outside agencies to identify and support its vulnerable pupils. Much of the academic guidance is excellent, based on teachers' extensive knowledge of each pupil's development. A good start has been made in checking and tracking pupils' attainment and progress more formally in order to set individual targets. However, the information gathered about pupils does not at present give them or their parents a clear enough indication of the progress being made and what the next steps should be in their learning.

Standards vary year on year because numbers are small. At whichever level pupils start, they achieve well. The high quality support provided for pupils with learning difficulties and/or disabilities ensures their good progress. Pupils achieve well in English, mathematics and science. In science in particular, pupils' natural curiosity is engaged and harnessed in the practical work they do. This enthuses them to learn about the world in which they live. In English, reading and creative writing are strong features and reflect the good progress made. However, spelling and punctuation are weaker.

The quality of teaching and learning is good. There is a significant proportion of outstanding teaching. Very positive relationships in the classroom lead to pupils valuing their learning, enjoying their lessons and revelling in their achievement. In the best lessons, planning is very effective in ensuring that the differing needs of all pupils are met. The teachers' depth of knowledge about each child is used to good effect to set tasks that challenge, and ensure pupils' good progress. Teaching assistants make a very positive contribution to lessons, particularly in helping the lower ability pupils to fulfil their potential. Homework is used effectively, particularly to develop pupils' basic literacy and numeracy skills. Teachers mark work conscientiously and encourage pupils by acknowledging their good efforts.

The curriculum is outstanding and is further enhanced by many visitors to the school and visits out of school. A well planned programme for personal education ensures pupils' good

understanding of living in a multicultural society. Partnerships established with other local schools and the wider community are very strong and enhance the curriculum. Further, there is a good variety of extra activities, for example in sport. The introduction of French gives added breadth and interest.

The good quality of leadership and management stems from the excellent lead given by the new headteacher in establishing a clear educational direction for the school. Parents and carers are overwhelmingly supportive of the school and the direction it is taking. Other staff are developing well their leadership skills in taking responsibility for subjects across the curriculum. The monitoring of standards and the quality of teaching and learning is regular and rigorous. Challenging targets are set at whole-school level and are largely met. Governors have a good knowledge of strengths and weaknesses of the school. This provides a solid basis for them to act as critical friends and to challenge as well as support the school. The school's self-evaluation is accurate. Staff and governors know what they need to do to improve further and are keen to do so. The school's success in ensuring pupils' good achievement and its very positive response to its previous inspection demonstrate good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 1

Children's experiences during the Reception year have a significant and positive impact on their achievement. They vary in their attainment year on year because numbers are small. The current group comprises the more able pupils and they are making outstanding progress. Excellent arrangements are in place to help children settle in quickly and make the most of the high quality provision they experience. Staff know and understand very well the needs of young children and provide work to stimulate them to learn very well across all areas of their development. Teachers' planning is linked closely to children's interests. This ensures that the play element of their daily experience helps them to develop physically and creatively. It also ensures much enjoyment in learning. Children enjoy the mix of indoor and outdoor activities that are provided. Adult-led play such as acting out parts of the Gingerbread Man story and self-chosen activities reinforce their learning. Children gain a great deal from being integrated with older pupils as part and parcel of their daily routine. Their behaviour is excellent and they cooperate with each other and older pupils very effectively. They acquire high-level language skills and communicate well with each other, and with older pupils and staff. They make significant gains in their mathematical development and their overall personal development. Systems to assess children's progress are excellent.

What the school should do to improve further

- Ensure that pupils and their parents know the progress they are making and the next steps needed to improve further.
- Improve pupils' accuracy in spelling and their use of punctuation.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	1
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

I would like to thank you for being so friendly and welcoming when I inspected your school recently. I enjoyed watching and listening to you in your lessons, reading your work and talking to you. At all times, including during breaks and lunchtimes, you were very helpful and friendly. I found your school to be good and some aspects are excellent. I was particularly impressed by the way teachers help you to mature, mix well together and help each other. Please thank your parents and carers for all their letters, and for taking the time to talk to me.

You obviously enjoy coming to school and this shows in your good attendance and your excellent behaviour. I really enjoyed your enthusiastic singing in assembly. You told me that you like your teachers and the way they take good care of you and teach you to think of others and become responsible. I liked the way you take this responsibility, for example the way older pupils help younger children and teachers. You are taught well to take a pride in your surroundings. Classrooms and corridors reflect this with their interesting displays. These displays also show that you study a wide range of subjects. Your art and craft work shows the interest you have in the beautiful part of the country in which you live. I appreciate how well your school helps you in learning to live healthily and safely so that you develop into mature young people, ready to progress to your next stage at secondary school.

To make things even better, I have asked your headteacher and teachers to help you to improve your spelling and use of punctuation in your writing. I would also like you and your parents to be given more information about how well you are progressing and the next steps you need to take to improve your work further.