

Kettlesing Felliscliffe Community Primary School

Inspection report

Unique Reference Number	121391
Local Authority	North Yorkshire
Inspection number	327475
Inspection date	1 July 2009
Reporting inspector	Clive Petts

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	49
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Mike Culwell
Headteacher	Mrs J Shaw
Date of previous school inspection	8 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kettlesing Harrogate North Yorkshire HG3 2LB
Telephone number	01423 770576

Age group	4–11
Inspection date	1 July 2009
Inspection number	327475

Fax number

01423 772518

Age group	4-11
Inspection date	1 July 2009
Inspection number	327475

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Introduction

The inspection was carried out by two additional inspectors.

The inspection evaluated the overall effectiveness of the school and investigated the following issues: the pupils' achievement and the standards that all groups of pupils reach; the effectiveness of Early Years Foundation Stage provision; the quality of care, guidance and support especially in relation to the high proportion of pupils with a statement of special educational needs; and the effectiveness of leadership and management in monitoring and evaluating school strategies to ensure better practice. Evidence was collected from the school's self-evaluation, nationally published assessment data, the school's records of pupils' progress, observations of lessons and of break and lunchtime, the scrutiny of pupils' work and the school's priorities for further improvement. Discussions with pupils, staff and governors were held and the questionnaires returned by parents were taken into account. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own judgements, as given in its self-evaluation, were not justified. These have been included in the report where appropriate.

Description of the school

This is a small village school that is getting bigger. Nearly all the pupils are of White British heritage. The number of pupils eligible for free school meals is extremely low. The proportion of pupils with learning difficulties and/or disabilities is broadly average although the proportion with a statement of special educational needs is much higher than average. The school provides for the Early Years Foundation Stage in a Reception class. There is a playgroup on the site run by a private provider. This did not form part of the inspection. Most children transfer from the playgroup to the Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kettlesing Felliscliffe is a good school with a number of outstanding features. The school has a well deserved reputation for being warm, welcoming and fully inclusive. The headteacher ably supported by governors and staff sets high expectations of what needs to be provided in order for pupils to achieve their best. Parents are overwhelmingly supportive of the school and the headteacher. Typical comments were: 'This is a truly lovely school', 'I feel the atmosphere for learning is excellent', 'My children are really happy' and 'The staff will go the extra mile'.

Currently, pupils start Year 1 with skills that are above average as a consequence of the recent improvements in Reception provision. In Year 6, standards are above average and this represents good achievement for these older pupils because they started their education with generally average attainment. Year 6 pupils leave well prepared for secondary school. Pupils with learning difficulties and/or disabilities achieve exceptionally well because their needs are identified very early and learning support is highly effective. As a result they consistently exceed their challenging targets before they leave. The proportion of Year 6 pupils who reached higher standards dipped a little in 2008 tests, notably in mathematics. This was the result of a very small class with lower starting points. Pupils in the current Year 2 and Year 6 are on track to meet or exceed their targets. Their good achievement is the result of good teaching that is thoughtfully planned to cater for the wide range of ages and needs in each class. The achievement of pupils with learning difficulties and/or disabilities is boosted because all staff expect them to do well and all are given an equal chance to develop their skills and interests.

Whole school initiatives to extend literacy and numeracy skills are ensuring pupils develop as confident writers and are able to apply their mathematical skills. However, the demands made on older pupils are sometimes not challenging enough, which can slow the pace of their learning a little. Assessment is good. Work is regularly marked, pupils are set clear targets for improvement and they understand what they need to do improve. The good curriculum is enriched by a broad range of visits and visitors, for example, Indonesian dancers from Bali stimulate creative talents and the visit of Noah's Ark extends pupils' knowledge of exotic animals. There is an excellent range of activities outside of lessons before, during and after school. Not only does this lift achievement, it helps pupils develop an understanding of their diverse world.

The outstanding spiritual, moral and social development of pupils focuses on respect and consideration, bolstering pupils' excellent personal development. Pupils are happy because they want to be at school and they enjoy the fun of learning. This is a key factor in their excellent behaviour and their good attendance. There is a very strong family feel to the school. As one pupil remarked, 'Everyone cares about each other.' Relationships are very good and are enhanced by the many opportunities pupils have to learn together. Pupils take pride in their decision making role on the school council, helping the school to improve. The school makes concerted efforts to raise their awareness of other beliefs and cultures, for example, celebrating Thanksgiving Day with United States forces families from the nearby base. Very good provision in art and music promotes creative expression. The exceptional quality of care and support for pupils' well-being is evident throughout the school. Excellent use is made of external agencies to provide specialist support, especially for those pupils with a statement of special educational needs. Playtimes are active because a wide range of activities and equipment is provided for all to play together. Pupils say that they feel safe and know who to go to if they have a worry

or concern. They are very aware of the benefits of a healthy lifestyle. Safeguarding procedures and practice to protect children are thorough and conform to current requirements.

At the heart of the school's continued improvement is the clear vision and quiet determination of the headteacher. The school has worked hard to improve since the last inspection and has been particularly successful in improving provision in the Early Years Foundation Stage. As pupil numbers continue to rise school leaders have had to plan for adapting and improving the small Victorian building. The school has identified the need for older pupils to be taught in a separate class to speed up their progress and a summer building programme to provide this is well underway. Staff skills are carefully nurtured by the school and are extremely well focused on the complex needs of individual pupils so that they can be fully involved and active in vibrant surroundings. Governors know the school well, for example, they recognise the importance of ensuring that all pupils are given wide experiences despite the difficulties of location. Self-evaluation gives an accurate view of strengths and areas for development, though the judgement of overall improvement since the last inspection is too generous. The harmony that exists in school and with the village reflects how positively the school promotes community cohesion. Pupils' increased awareness of global issues strengthens their respect for difference but there is not enough provision for the development of their understanding of the diverse community life in nearby cities. Altogether the school offers good value for money and demonstrates a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The number of children entering Reception is small so that skills can vary from year-to-year but are usually broadly in line with those expected for their age. Most enter having attended the pre-school group and due to the strong links, transition is seamless. Consequently, pupils settle happily and confidently into routines and really thrive in rich learning areas. Effective observation and assessment, with parents as active partners, mean that individual needs and abilities are quickly identified. This includes those children with learning difficulties and/or disabilities. Close observation, as staff keep a sharp eye on progress, leads to a collection of excellent learning records for each child. Buddy and parent assessments capture 'golden moments', those key milestones in their learning and development. Children enjoy a blend of both adult and child led activities. A strong emphasis is placed on learning through first-hand experience, for example, the visit of Green Watch fire tender from nearby Harrogate. This was followed by children thoughtfully discussing how the great fire of London could have started in the Pudding Lane bakers shop. There is an outstanding range of activities to choose from in role-play, construction and creative areas. All activity has a strong focus on speaking, listening and sharing ideas and thoughts. Children display independence and perseverance. Excellent use is made of outdoors to continue and extend learning, for example, in number activities children learn about more than and less than or using the variety of surfaces for early writing. By the end of Reception children have made very good progress to achieve levels beyond that expected for their age. This exceptionally well led and managed provision promotes children's welfare extremely well. As Reception children form part of a class with Year 1 and 2 there are no breaks in the access to an early years' curriculum.

What the school should do to improve further

- Ensure that average and higher ability pupils in Years 4, 5 and 6 are provided with a consistent level of challenge to boost their achievement.

- Extend the range of opportunities to develop pupils' awareness and understanding of other communities and cultures in the national context.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	1
How well does the school contribute to community cohesion?	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**

Thank you for being so friendly, polite and helpful when we inspected your school. We thoroughly enjoyed our time in your school, particularly the discussions we had with you. We would like to tell you about some of the good things about your school.

- The school staff look after you and care for you exceptionally well.
- Your behaviour and enjoyment of school life are extremely impressive and this is reflected in your good attendance.
- You know how to stay safe and healthy.
- The school enjoys excellent relationships with your parents and with other schools and support agencies.

Your school provides a good education with a number of features that are outstanding. By the time you leave school the standards you reach are above the average expected for your age. To help your school get even better and make sure pupils achieve still higher standards, we have asked for some improvements to be made. These will make sure that:

- your work is at the right level for you especially when you are older: challenging but not too easy or too hard so that you can improve at a faster rate
- you develop a secure understanding of cultures and beliefs from across the country.

You can play your part by continuing to work as hard as you can. Thank you for helping with this inspection. We hope the school will keep on building on its strengths.