

Nether Kellet Community Primary School

Inspection report

Unique Reference Number	119141
Local Authority	Lancashire
Inspection number	339364
Inspection dates	22–23 September 2009
Reporting inspector	Sue Sharkey

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 of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Mrs Christine Holdsworth
Headteacher	Mrs Pam Defeu
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons, and held meetings with governors, staff, groups of pupils and the school's Local Authority Adviser. They observed the school's work and looked at the school's system for tracking pupils' progress, pupils' books, safeguarding documents, key policies, assessments and 33 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the success of strategies intended to raise attainment in English
- how well individual pupils progress and whether all pupils are sufficiently challenged
- how well the curriculum is planned in the Early Years Foundation Stage to make full use of both indoor and outdoor learning
- the impact and challenge of monitoring.

Information about the school

This small rural school serves not only the village but also a growing number of pupils who travel from outlying areas. Most pupils are from White British backgrounds with a very small proportion in the early stages of learning to speak English as an additional language. Pupils are taught in four classes: Reception, Years 1 and 2, Years 3 and 4 and Years 5 and 6. The number of pupils in each year group is often less than 10 and can be as low as two. The proportion of pupils entitled to free school meals is well below the national average. The proportion of pupils with special education needs and/or disabilities is in line with the national average. The school holds the National Healthy School and Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Nether Kellet Community Primary School provides good quality education and good value for money. The school is an energetic community. It provides a purposeful environment which contributes well to the pupils' enjoyment of school and to their good personal development.

Children's love of learning begins in the Early Years Foundation Stage where they are well nurtured and cared for in a safe environment. Pupils make good progress throughout the school, including those with special educational needs and/or disabilities and those who are learning to speak English as an additional language. These latter groups receive good support, often from skilled teaching assistants. From starting school in the Reception class, when abilities are usually below age expectation, children make good progress, particularly in mathematics. When they leave the school at the end of Year 6, their attainment is broadly in line with the national average and often above average in mathematics. Due to the small numbers in different year groups there can be some fluctuation in attainment from year to year.

Provision for pupils' personal, social and health education is carefully planned so that it meets their needs well. They have a good understanding of how to keep healthy through regular exercise and good diet. The programme for physical education includes a wide range of after-school activities including cross-country running, line dancing and gardening. Spiritual, moral, social and cultural development is good. Pupils make good contributions to the wider and global communities through their support of local and international charities.

Pupils' behaviour around the school and in lessons is good. Teachers plan lessons that contain a good range of activities. However, despite the initial positive impact of strategies to raise attainment in English, work in this subject is not yet consistently challenging enough to extend pupils' learning, nor are the short term targets set by teachers yet consistently sharp enough to help pupils improve their learning. Good use is made of group and paired work so that pupils can learn together and develop their speaking and listening skills well and with confidence. Pupils benefit from a good curriculum which helps them to achieve well both in their academic and personal development. The school responds successfully to the challenge of mixed-age classes. A wide range of clubs is available to pupils, many through successful partnerships with local secondary schools.

The headteacher is well supported by her staff and governing body and all are committed to school improvement as they strive to continually support pupils' academic and personal development. The school communicates well with parents and is always

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keen to involve them in their children's learning. Systems for tracking pupils' progress are used but as yet are not rigorous enough to check clearly that targets set for pupils are challenging. Tracking information is not used regularly enough by teachers when they are planning lessons. The school's accurate evaluation of itself and subsequent response indicates its good capacity to improve. It has recently put a number of appropriate changes in place in order to raise attainment in English, especially writing.

What does the school need to do to improve further?

- Raise attainment in English by:
 - ensuring that individual targets set for pupils during lessons are always challenging and focused
 - ensuring that work for all pupils is challenging.
- Ensure that tracking of pupils' progress is:
 - rigorous enough to ensure that end of year targets set for pupils are challenging
 - regularly used by teachers to plan work for all groups of pupils.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy their work in lessons and the stimulating activities fire their enthusiasm. For example, following a recent residential visit, pupils in Years 5 and 6 talked and wrote confidently about their exciting experiences. The work of the current Year 6 pupils shows they are on track to meet their targets. Throughout the school pupils are enthusiastic learners and make good progress overall. They are well motivated and respond well to working with pupils of different age groups. Pupils in the early stages of learning to speak English as an additional language make good progress in its acquisition.

Pupils' behaviour throughout the school is good. Pupils have positive attitudes and their enjoyment of learning is a key factor in their good attendance. Pupils participate in the school council and develop a good awareness of how to take responsibility in the school and wider communities. Pupils are keen to help their school improve. A recent playground project, involving Year 5 and 6 pupils, enabled them to use their information and communication technology skills, and their mathematics skills, to propose a fully designed and costed plan for outdoor development. This is a happy school where pupils genuinely care for each other. They feel safe and secure and say that adults care for them and will always help them. Pupils are extremely kind and polite; they know the difference between right and wrong and the importance of helping others. Through partnerships, carried out by the local community, the school has been able to make good links with a school in France as well as families in Chernobyl. This enables pupils to have a greater understanding of the way other children live their daily lives. Pupils respect the diversity of others beliefs but, as yet, pupils do not have enough opportunities to make contact with, or meet representatives of, other communities in

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Britain. Pupils keep themselves fit through regular exercise in school and they clearly understand the importance of healthy eating. By the end of Year 6 they are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils make good progress through school because the quality of teaching and the curriculum is good. Teachers know their pupils well and the good support of teaching assistants means adults often work effectively with pupils in very small groups. All lessons showed that adults have a very good relationship with pupils. This ensures that pupils behave well and have very good attitudes towards their work. Teachers frequently set pupils short-term targets to extend their learning but these are not always sharp or challenging enough to improve learning, particularly in English.

Teachers mainly use questions effectively to check what pupils have learned and to help pupils extend their language and learning. Occasionally, the level of challenge in questions during English lessons is less secure and on these occasions pupils do not always make the best progress they can.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The curriculum is exciting and is used well by teachers to underpin pupils' learning. Recent changes have meant that the outdoor environment is now used more extensively. This has yet to be embedded, but the outdoor additions to the range of activities, such as the excellent vegetable area, provide opportunities for the pupils to enjoy learning about food and about how plants grow. It also results in them enjoying eating their own produce. This initiative is well supported by the local community who work with the children to encourage healthy eating. The wealth of visitors and extended opportunities available to pupils greatly enhance their learning as well as their personal development. Pupils in Years 5 and 6 enjoy the opportunity to take part in residential activities. These activities help to raise pupils' awareness of different people's needs and life experiences, ensuring they are well equipped for their future life.

Pupils' good progress through school is aided by the good standard of care, guidance and support. Good systems are in place to ensure that pupils are safe, helping them to enjoy their learning and develop personal skills. The school has good links with outside agencies, which provide good support for vulnerable pupils tailored to their individual needs. Staff and pupils value and respect each other. Pupils express great confidence in their teachers and support staff, knowing that any problems they face will be dealt with successfully.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, staff and governors are committed to ensuring that pupils get the very best start in life. Since the last inspection, a range of strategies has been put in place to ensure that the school continues to move forward and improve. These strategies are proving to be largely successful although the school, through its accurate self-evaluation, recognises that more needs to be done to raise attainment further in English. Good links with a wide range of partners help to meet the diverse needs of all pupils and bring considerable benefits to their learning and personal development. Governors are well informed about all aspects of school life. They play an important role, not only by using their skills regularly in school but also through carrying out their monitoring role and providing challenge. Systems for tracking pupil progress are in place but, as yet, are not thorough enough to ensure that annual targets set for pupils are challenging. Nor do teachers make the best use of the systems when planning work for all pupils.

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The school promotes equality and tackles discrimination well. This is exemplified through the good progress made by all groups of pupils and the way in which pupils work and play well together. The school's involvement in the local community, and its success in extending pupils awareness of other beliefs and ways of life, shows good community cohesion. The school is aware that it needs to provide pupils with opportunities to meet with other children from different cultures in the wider community. Policies and procedures for safeguarding are good and all current government requirements are met.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The provision in the Early Years Foundation Stage is good and gives children a good start to their education. Children enter the Reception class with levels of skills and understanding that are often below what is expected for their age, particularly in writing, letters and sounds and personal development. Children settle well because of the good quality care and support they receive which includes strong parental involvement and excellent liaison with the local playgroup. In this first year in school, children flourish; they learn how to share, play and work together and quickly establish a politeness and courtesy that leads to purposeful relationships with adults and other children. Leadership and management of the Early Years Foundation Stage are good and ensure that adults plan well together as a team and have a very clear understanding about how young children learn. They continually strive for improvement and when the recently developed outdoor area is completed it will provide an excellent extension to the classroom. Both indoor and outdoor areas are well planned with a range of activities that consolidate early learning. Some children enjoy early stages of writing using paints,

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water and chalk, while others talk about what happens to water as it runs along a sloping gutter. Children are well taught and good use is made of assessment in helping to identify what they need to do next. Children often make good progress so that by the end of the year they are working at a level that is expected for their age. Children with special educational needs and/or disabilities make good progress because early assessment highlights their needs and good teaching assistant support is provided.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are very positive about the way the school cares for and educates their children. Praise from parents of children with special educational needs and/or disabilities is positive. Many parents took time to add comments to the questionnaires to reinforce the strength of their positive views; views which are endorsed by inspection evidence. As this was the beginning of the autumn term, and their children had just started school, some parents felt unable to respond to some of the questions. The majority of parents feel that their children are safe and that they enjoy school. They are pleased with their children's progress. A small minority of parents expressed some concern about bullying and their children's safety and felt that the school did not acknowledge that this was happening. The inspectors looked into these concerns but found no evidence to uphold these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nether Kellet Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspectors received 33 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	75	15	22	0	0	2	3
The school keeps my child safe	46	69	18	27	3	4	0	0
The school informs me about my child's progress	23	35	38	58	2	3	0	0
My child is making enough progress at this school	22	35	32	51	6	10	0	0
The teaching is good at this school	33	51	29	45	2	3	0	0
The school helps me to support my child's learning	20	31	41	63	3	5	0	0
The school helps my child to have a healthy lifestyle	36	55	21	32	6	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	31	30	51	3	5	0	0
The school meets my child's particular needs	15	23	43	67	1	2	1	2
The school deals effectively with unacceptable behaviour	20	32	25	40	12	19	0	0
The school takes account of my suggestions and concerns	21	34	31	51	3	5	1	2
The school is led and managed effectively	19	30	33	52	6	10	0	0
Overall, I am happy with my child's experience at this school	30	45	34	51	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of Nether Kellet Primary School, Lancashire, LA6 1HH

I am writing to thank you on behalf of the team for making us feel so welcome when we visited your school. We really enjoyed talking to you and have good memories of how friendly you were. The teachers care for you well and we were impressed with the good levels of care and friendliness you show towards each other. We looked at many parts of school life, including how all the adults in school help you to understand about being healthy. When you were asked about this you were so good at telling us how much you knew about the importance of healthy food, regular exercise and how to keep safe. It was good to see that you raise funds for charity and help so much in your community.

We enjoyed spending time in each of your classrooms, not just watching you learning inside, although that was good, but outside as well. Teachers work very hard to help you learn and we think that teaching in your school is good. The good lessons that teachers plan also show what a good curriculum your school has. We were both very impressed with your garden and how much you enjoy working in it. I am sure you really enjoyed eating the food you grew for your harvest lunch.

I have asked your school to challenge you much more, particularly in English, so that many of you achieve higher levels. I have also asked your school to make sure that when they are setting your targets each year, for example, Level 2a or Level 5c, that these are the very highest that they think you can get and that your teachers should use these to help them plan work that is right for each of you.

We were really pleased to tell your headteacher that your school is a good school. When we looked at the questionnaires that some of you filled in we were pleased to see how much you enjoy and feel safe in school. Well done and I hope you all continue to work hard as well as enjoy school.

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