

Ab Kettleby Community Primary School

Inspection report

Unique Reference Number	119902
Local Authority	Leicestershire
Inspection number	339548
Inspection dates	13–14 May 2010
Reporting inspector	Christopher Parker

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair	Wilson Boardman
Headteacher	Clare Allen
Date of previous school inspection	16 January 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector visited seven lessons and observed all teachers. He held meetings with the pupils, staff, headteacher, acting headteacher and special educational needs coordinator, and the Chair and Vice Chair of the Governing Body. He observed the school's work, and looked at records of pupils' progress and at plans, policies, minutes and self-evaluation documents. He received and analysed 30 completed questionnaires from parents.

The inspector reviewed many aspects of the school's work. He looked in detail at:

- how well pupils, particularly those with special educational needs and/or disabilities, are making progress in lessons and in their current work
- attainment, teaching and the curriculum for science
- how effectively the school evaluates its performance.

Information about the school

The school is much smaller than an average size primary school. All of the pupils come from White British backgrounds. About 15% of pupils have special educational needs and/or disabilities. One pupil has a statement of special educational needs.

The substantive headteacher is currently on maternity leave. The acting headteacher, who was covering her role, was subsequently appointed to a headship at another school. The school is now being led by the senior teacher and a part-time acting headteacher, who share the role. The headteacher was present during the inspection as part of her 'keeping in touch' programme. Since the school was last inspected there have been a number of changes of teachers and teaching assistants.

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

This is a good school where, in spite of an unsettled year in the school's leadership, the pupils have continued to do well because of the effective teaching and excellent care, guidance and support they receive. The pupils make good progress from the time that they enter the Early Years Foundation Stage. Although attainment fluctuates from year to year, because the cohorts are very small, most pupils reach and many exceed the level expected by the end of Year 6.

Lessons are lively and interesting. Teachers and teaching assistants know the pupils very well. In many lessons they tailor tasks to the pupils' needs and abilities so that they are well challenged, and those who need extra help are well supported. However, this is not consistently the case. There are occasions when the work that the teachers set is not matched well enough to build rapidly on what pupils already know and are able to do. This is most evident in science, where not enough consideration is given to systematically developing the pupils' investigative skills.

The school has been successful in improving the support it provides for those pupils with special educational needs and/or disabilities. It is increasingly effective in helping to remove barriers to learning for those who experience difficulties. As a result, this small group of pupils is making good progress. The teachers monitor carefully the performance of each pupil, and plan out the provision needed to help them all to achieve well. The pupils enjoy lessons, participate fully, and respond very positively to their teachers, although not all of the pupils take care to present their work neatly. The teachers mark the pupils' work conscientiously, and often suggest how the pupils can improve. However, this practice is inconsistent, and the teachers' comments do not always have an impact on the pupils' subsequent work.

All of the adults who work in the school generate a very positive and welcoming 'family' environment that is much appreciated by parents. The vast majority of parents are very satisfied with the work of the school and are looking forward to the return of settled leadership.

The headteacher, staff and governors are striving, through the well-structured school development plan, to strengthen learning. Monitoring and evaluation of the quality of lessons are comprehensive. The effective management systems and strong team approach established by the headteacher have proved particularly beneficial throughout the period of temporary leadership. The school has good capacity for sustained improvement. In response to the last inspection, the curriculum now provides many good opportunities for pupils to write for a variety of purposes. The pupils also have a much better understanding of a range of faiths and cultures, which continues to be

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extended through the school's clear plans to develop community cohesion.

What does the school need to do to improve further?

- Accelerate progress and learning in science by ensuring that investigative skills are both taught and practised systematically.
- Ensure that activities are always well matched to the needs of all pupils by:
 - making full use of the information collected about each pupils' progress
 - consistently marking the pupils' work so that they know how to improve it and know what they need to learn next.

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

The pupils are making good progress in lessons. In English and mathematics, the teachers provide them with good opportunities and interesting contexts in which to learn and practise new skills. As a result, their attainment is generally above average. The pupils enjoy lessons. This was clearly evident in a mathematics lesson for Year 5 and 6 pupils where they were tackling problems related to perimeter and area.

Attainment in science is not as high as it is in English and mathematics. This is because the pupils are not developing their skills of scientific investigation systematically.

Pupils who have special educational needs and/or disabilities are well supported. Where they receive additional support from teaching assistants, they are given excellent care and patient guidance. Consequently, they have made good progress over the course this school year. In some cases, the school removes obstacles to learning and so allows individual pupils to make increasingly good progress, so that they no longer need additional support and are now achieving levels close to their peers.

Attendance rates are above average. The pupils say they feel safe in school, and most behave very well. There is a high take-up of school meals. Pupils have adopted very healthy attitudes to life, know the importance of a balanced diet, and for the most part attend a range of sports clubs and activities. The pupils make a very strong contribution to their own community. Links and visits to a culturally diverse school broaden their horizons. While the pupils' spiritual and cultural development is good, their moral and social development is excellent. The pupils keenly support a range of charities and are very proud of the well that they sponsor in a village in Zimbabwe.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	1
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?

The teachers place a strong emphasis on learning. As a result, the pupils are encouraged to engage in discussion and ask questions. The pupils know what they are expected to learn and are given every opportunity to evaluate their own performance. They find their targets useful and their teachers' comments helpful. However, not all of the pupils' work is marked in a manner that ensures improvement in subsequent tasks. Most lessons are well planned to take account of the wide range of ages and abilities in each class. However, occasionally the needs of one or two individuals are not catered for fully in such a way that they can consistently make rapid progress. Nevertheless, pupils are making good progress in English and mathematics.

In science, the pupils' progress is not as consistent as it is in English and mathematics. Although the teachers set all the older and more able pupils some more demanding tasks, they are not planning activities which systematically and incrementally develop their investigative skills. For example, there is too little evidence in the pupils' work of tasks that demand careful observation, detailed recording, precise explanations and the use of charts and graphs to present their findings.

The curriculum is well organised and brings together a broad range of opportunities and experiences for the pupils. The curriculum is enriched by a range of trips and residential visits which the pupils enjoy. The excellent care, guidance and support that the pupils receive underpin the very positive atmosphere within the school. Strong links with families, partnerships with agencies, and very carefully planned provision combine to enable the very few pupils who experience difficulties to make good progress.

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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	1

How effective are leadership and management?

The governing body has taken effective steps to ensure that the school runs as smoothly as possible during the headteacher's absence on maternity leave. Changes in temporary leadership have created challenges, but all of the adults in the school have ensured that the good provision for pupils has been maintained. The current acting headteachers have focused on continuing improvement. High expectations of pupils' personal achievements are evident in all aspects of school life. Tracking of the pupils' progress is thorough, and analysis is accurate. This provides a clear insight into what the school needs to do to improve and further raise pupils' attainment. The detailed analyses are used very effectively, not only to keep staff and the governing body well informed but also to set out in the school development plan aspirations for the whole school community.

The monitoring and evaluation of the quality of teaching is well organised and comprehensively recorded. It focuses strongly on the impact of teaching on the pupils' learning and is well linked to areas of school improvement. Regular meetings to discuss the thorough analysis of each pupil's progress add to the school's comprehensive self-evaluation. Careful checking of how pupils with special educational needs and/or disabilities are doing in comparison to their peers illustrates well the high expectations that are also placed on these pupils and the commitment to equality of opportunity.

There are satisfactory arrangements to ensure that all elements of the safeguarding requirements are in place, and the governing body are in the process of improving these further. The headteacher and the governing body are looking at ways of continuing to improve the accommodation with a view to enhancing the outdoor provision for the Early Years Foundation Stage.

Good links with parents and other partners make a positive contribution to the school. The size and location of the school present challenges in developing the pupils' understanding of communities beyond their own. However, the pupils' contribution to their local community is strong, and the links with an urban primary school are used very effectively to enhance the pupils' knowledge and understanding of a multicultural society.

These are the grades for leadership and management

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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	3
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 children get off to a good start. The provision for the Early Years Foundation Stage is well managed alongside Years 1 and 2, and is well planned to ensure that the needs and interests of the children are met. The youngest children are well taught and are encouraged to be independent. Their development is carefully assessed and recorded. The children participate in an interesting range of activities, both those led by adults and ones that they choose themselves. As a result, they grow in confidence.

The children listen carefully, and most enter confidently into conversation, for example, during a session on letters and sounds. The children gleefully drew the shape of the letter 'y' in a tray of yoghurt, and offered a range of interesting words beginning with the same letter. However, the opportunity to challenge the more able children, for example to write and spell simple words in writing activities outside, was missed.

The adults make the best of the facilities available to them. The outdoor area is used creatively, but does not allow lessons to flow from indoors to outdoors. The outdoor area is not attached to the classroom, and there is no covered area. Nevertheless, the children enjoy the opportunities provided for them because the adults take every opportunity to extend learning through their involvement and conversation. The children make good progress and attain a good level of development in all areas of learning by the end of the Reception Year. They are well prepared for Year 1.

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

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

Most parents are very happy with the education which the school provides. The common theme of many of the comments made by parents was the unsettled leadership of the school over the course of this school year. While this was a concern for some parents, others took the view that the situation has been handled as well as possible in the circumstances. The inspection found that the staff have successfully focused on maintaining the provision for the pupils. Some parents commented adversely on aspects of the communication between home and school. The governing body acknowledges that the normal flow of information to parents has been affected by the changes of temporary leadership. The inspection found that the school has a history of good communication and relationships with parents, and that the current acting headteachers are taking steps to ensure that this position is restored.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ab Kettleby 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 inspector received 30 completed questionnaires by the end of the on-site inspection. In total, there are 46 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	60	10	33	2	7	0	0
The school keeps my child safe	16	53	13	43	1	3	0	0
The school informs me about my child's progress	10	33	15	50	4	13	0	0
My child is making enough progress at this school	12	40	13	43	4	13	0	0
The teaching is good at this school	12	40	14	47	2	7	0	0
The school helps me to support my child's learning	11	37	14	47	5	17	0	0
The school helps my child to have a healthy lifestyle	14	47	16	53	0	0	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)	10	33	14	47	4	13	0	0
The school meets my child's particular needs	9	30	17	57	4	13	0	0
The school deals effectively with unacceptable behaviour	13	43	13	43	2	7	0	0
The school takes account of my suggestions and concerns	10	33	13	43	6	20	0	0
The school is led and managed effectively	8	27	15	50	2	7	2	7
Overall, I am happy with my child's experience at this school	13	43	13	43	1	3	1	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



18 May 2010

Dear Pupils

Inspection of Ab Kettleby Community Primary School, Melton Mowbray, LE14 3JJ

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to me about your work and your school. I am also grateful to those of you who completed the questionnaire.

You attend a good school which is very caring. You feel safe at school and behave well in lessons and also when you are playing in the playground or on the field. The school provides lots of interesting opportunities. Many of you told me about the trips and residential visits which you really appreciate and enjoy.

The headteacher, teachers and teaching assistants are helping you to make good progress. Some of you said that the targets you are set help you, and that the teachers' marking of your writing helps you to know how well you are doing. I have asked the teachers do as much as they can to help you make even better progress, by setting work that always allows you to build on what you know and can already do. I have also asked them to mark your work by adding clear instructions about how to improve it. Some of you do not present your work neatly. You can help by always taking care with your handwriting and the presentation of your work. At the moment you are making better progress in English and mathematics than you are in science. I have asked the teachers to give you more opportunities to develop your investigation skills in science.

I hope that in the future your school is even more successful in helping you to do as well as you possibly can.

Yours sincerely

Christopher Parker

Lead inspector

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