

Kettlewell Primary School

Kettlewell, Skipton, North Yorkshire, BD23 5HX

Inspection dates 26 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The rate of progress pupils make is not good enough in some year groups in reading, writing and mathematics.
- The quality of teaching is inconsistent. Teachers do not always effectively set work to meet pupils' different needs, particularly for younger pupils.
- Not all teachers give useful advice when marking pupils' work. Consequently, some pupils are not sure of what they need to do to improve their work.
- Some pupils do not know their individual targets and so do not link them to what they need to work on next, to get to the higher level.
- Teachers' planning does not always make it clear what children are to learn, in order that assistants can ask them questions about this to help them understand.
- Checks on the quality of teaching undertaken by senior staff do not have a sharp enough focus on how well pupils are learning, rather than how well teachers are teaching. Consequently the school is not improving as fast as it could.

The school has the following strengths

- Teaching for older pupils is good. As a result, progress accelerates and they leave Year 6 with above average standards in reading and mathematics.
- Pupils' Information and Communication Technology (ICT) skills are developed well, particularly amongst older pupils.
- Pupils are delightful. Behaviour is good and pupils are open and friendly with adults and each other.
- The headteacher, supported by the governing body, has successfully introduced strategies to improve the teaching of letters and sounds. As a result, reading is now strong within the school. This demonstrates the school's capacity to bring about the necessary improvements.
- The school provides a warm, welcoming learning environment. Pupils say they feel safe and parents unanimously agree that this is so.

Information about this inspection

- Inspectors observed 8 part-lessons taught by two teachers. In addition, they conducted visits to classes to check the quality of the curriculum and to observe small groups of pupils being taught by teaching assistants. One part-lesson was jointly observed with the headteacher.
- The inspectors listened to pupils read from two different year groups and talked with them and other groups of pupils about their lessons and school life.
- The inspectors held meetings with the headteacher, three members of the governing body and a representative of the local authority.
- Inspectors took account of the seven responses to the staff questionnaires, 12 responses to the on-line questionnaire (Parent View), one parent letter and conversations with parents.
- Inspectors observed the school's work and looked at a wide range of documentation, including safeguarding policies, school development plans, the school's records of checks on the quality of teaching, governing body minutes and samples of pupils' work.

Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- Kettlewell Primary School is a much smaller than average-sized primary school. There are only two classes, one combining the Early Years Foundation Stage with Key Stage 1 and the other incorporating all the pupils in Key Stage 2.
- All pupils are White British and speak English as their first language.
- There are no pupils known to be eligible for pupil premium funding. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after).
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Many more pupils join or leave the school during the year than is typical.
- The school meets the government's current floor standards which set the minimum expectations for attainment and progress.
- The headteacher oversees another local school, spending part of each week in both schools.
- Illness of a senior teacher has caused disruption in staffing to one of the classes in the school.

What does the school need to do to improve further?

- Improve the quality of teaching across the school so that all is securely good, but particularly for younger pupils and Key Stage 1, so that pupils make at least good progress in every year group in reading, writing and mathematics by:
 - ensuring that teachers use information about pupils' learning and progress more effectively so that work set better matches pupils' needs, particularly to move pupils on to more challenging work more quickly
 - using marking more effectively in all subjects, to provide clear guidance for pupils and by linking individual targets more closely to what they need to do to get to the next level
 - giving pupils time to respond to comments made by teachers
 - ensuring that teachers' plans for teaching assistants detail clearly what children are expected to learn, so that they are able to use questioning more effectively in developing their learning.
- Improve leadership and management through better monitoring of lessons by ensuring that checks on the quality of teaching sharply focus on how well pupils are learning, rather than how well teachers are teaching.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because inconsistencies in teaching mean that pupils in some areas of school make uneven but expected progress, rather than good progress, from their typical individual starting points in Reception.
- Small year groups of pupils and the relatively high numbers of pupils joining and leaving the school at different times of the year mean that attainment can vary widely from one year to the next. However, progress accelerates across Key Stage 2 so that by the time pupils leave Year 6 they are generally attaining standards in writing that are average and are above average in mathematics and reading.
- In Key Stage 1 standards over the last two years have been broadly average in writing and mathematics, improving to above average in reading in 2012. Pupils make the progress expected of them, although no pupils reached the higher Level 3 in writing or mathematics.
- The school's focus on improving the teaching of phonics (letters and the sounds they make) has been effective and pupils use this knowledge well to read unfamiliar words. Pupils enjoy reading and read regularly to adults both in school and at home. They read confidently and fluently. They have a good knowledge of the different types of books and authors and can articulate their favourite reading material.
- There are no pupils who are eligible for the additional pupil premium funding, but the school uses its resources well to support pupils with disabilities and special educational needs. As a result of thorough and regular tracking of progress, individual support and personalised programmes of study and intervention, these pupils make similar progress to that of their peers. This clearly demonstrates the school's commitment to equal opportunities.

The quality of teaching

requires improvement

- The quality of teaching is inconsistent across year groups. As a result, pupils make expected but uneven progress as they move through the school. There is more good teaching, particularly in Key Stage 2 and progress accelerates for most pupils during this phase of their learning in reading, writing and mathematics.
- When teaching requires improvement, pupils make only expected progress. In these lessons, teachers do not always plan tasks well enough, using information from previous learning. As a result, some pupils find lessons too easy.
- Teachers occasionally focus their attention on one group of pupils in a lesson, particularly in mathematics lessons, leaving others to work independently, without checking on their progress regularly. This can sometimes result in pupils continuing to complete work that is too easy, missing opportunities to move on more quickly to work that will challenge them to think hard.
- The quality of presentation of pupils' work is inconsistent and varies greatly. Marking in English is better than in mathematics and is good for some pupils. However, much marking does not give clear enough guidance to pupils, with links to individual pupil targets, so that pupils are clear about what they can do to improve their work. Pupils do not routinely respond to teacher comments and so opportunities to consolidate their learning are missed.
- In the best lessons, pupils learn well and are fully involved in activities. For example, pupils worked enthusiastically on simple algebra, solving equations by sharing ideas and instructing each other.
- When teaching is good, pupils learn at a quick rate and teachers ask questions to make pupils think carefully about their answers to deepen their understanding. This was particularly evident in an ICT visit, where pupils were asked what they felt they had learned and skills and knowledge they had acquired to move their own learning forward.
- Planning for teaching assistants in some areas of school is detailed and clearly indicates what pupils are expected to learn and how effective questioning can promote pupils' learning.

However this does not happen in all areas of school and therefore assistants often miss opportunities to promote and strengthen children's learning experiences.

- Opportunities for paired, group and peer learning and the respect and interest pupils show towards each other promote spiritual, moral, social and cultural education well.

The behaviour and safety of pupils are good

- Pupils, parents and staff say that pupils' behaviour in and around school is good and inspectors agree. Pupils are polite and friendly and follow the school's code of conduct well. They are kind and helpful to each other and relationships across the school are strong.
- Behaviour at playtimes is good. There is a range of large equipment in the playground which the pupils appreciate. They talk calmly and pleasantly to each other, whether relaxing or playing more actively. The 'family service' ensures that lunchtime is a truly social occasion where pupils chat happily to each other and to the staff who join them.
- Pupils say they feel safe in school. Most have a good awareness of how to stay safe when accessing the Internet. They are adamant that bullying rarely happens. Such is their relationship with the adults around them, they are confident that should they have a concern, they could approach anyone in the school to help them. They say there is no name-calling or unpleasantness in the school and everyone is friendly both in the school and the small village it serves.
- The school continues to work hard to promote good attendance in the light of its rural setting, where in winter roads are often impassable and houses are remote. Nevertheless, attendance is broadly average.
- In lessons, behaviour is generally good, but, where lessons are not as engaging, a minority of pupils can become fidgety and a little distracted at times.
- Pupils are proud of their school. They see it as a good place to be, epitomising the school's aim 'To build an ethos marked by a welcoming, friendly, bright and lively, happy place where learners enjoy growing up.'

The leadership and management requires improvement

- Leadership and management require improvement because the teaching quality is inconsistent across the school. Therefore there is still work to be done in ensuring that teaching in all subjects is securely good or better, particularly the teaching of younger pupils.
- The headteacher is a committed leader who has the support of not only her staff and governors, but also of the parents who unanimously back the school, as shown in their responses on Parent View and from those who spoke to the inspectors. The school is well-regarded in the local community. Priorities contained in the improvement plan are appropriate in moving the school forward.
- Teaching staff have more recently undertaken training for middle and senior leadership and as a result they have begun to play a much fuller role in school improvement.
- The responsibility for checking on the quality of teaching in the school is currently undertaken by the headteacher, in the absence of a senior teacher. Outcomes of the regular monitoring, detailing strengths and areas for development are not sharply focused enough on the impact that teaching is having on the learning of pupils and so opportunities to improve practice are missed.
- Training on what constitutes good and outstanding teaching has been given in partnership with another local school, but the response in terms of improving teaching has been varied. The performance of staff is reviewed annually and pay progression is closely linked to outcomes of this monitoring.
- The curriculum meets the needs of most pupils and contributes well to pupils' spiritual and social

development. ' Bullies in School' and 'Grace Darling Story' together with a wide variety of experiences are provided for pupils, particularly in art, music and ICT, fostering in pupils a strong awareness of such issues.

- The school develops in its pupils a fascination and curiosity in the world around them. They regularly sponsor endangered animals and are proud of achievements in 'saving the environment' through their EWOKS (Environmental Warriors of Kettlewell School) work towards the 'Green Flag' award. Their link with the school in Africa and use of the Internet provide regular opportunities to research other religions and cultures. These activities ensure that pupils develop a strong sense of moral and cultural understanding.
- The local authority makes regular visits and provides effective support when requested by the school.

■ **The governance of the school:**

- The governing body is supportive and provides a degree of challenge. The headteacher keeps them well-informed through her reports. As a result they gain an overview of pupils' performance and the quality of teaching.
 - The governors are regular visitors to the school, often working alongside pupils on a variety of projects.
 - The governors have a range of expertise and are acting decisively to secure their vision for the school's future. They speak proudly about the school's strengths and how it can improve.
 - They have an overview of the leadership of teaching as reported to them by the headteacher. Through the staff development plan, governors discuss the professional development on offer and its link to individual targets and pay progression.
 - As a very small school, governors recognise the importance of keen financial budgeting and through prudent spending ensure that the school is adequately resourced to meet the varying needs of its pupils.
 - The governing body takes the safety of its pupils seriously and ensures that safeguarding is robust and meets requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121406
Local authority	North Yorkshire
Inspection number	411797

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	30
Appropriate authority	The governing body
Chair	Anne Vetch
Headteacher	Lesley Taylor
Date of previous school inspection	8 October 2008
Telephone number	01756 760280
Fax number	01756 760280
Email address	admin@kettlewell.n-yorks.sch.uk

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