

# Kell Bank Church of England Primary School

Healey, Masham, Ripon, North Yorkshire, HG4 4LH

**Inspection dates** 16 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make outstanding progress from their individual starting points in reading, writing and mathematics. Teachers plan interesting work that is very accurately matched to the wide range of ages and abilities found in each class, so that pupils make rapid progress in lessons. Pupils learn their letters and sounds quickly so that they read well from a young age. They are articulate and use their extensive vocabulary to produce a variety of interesting writing to a high standard.
- The quality of teaching is almost always outstanding. Teachers and their assistants have high expectations and excellent subject knowledge, particularly in mathematics and English. Teachers ask questions skilfully so that all pupils have opportunities to respond. This approach helps teachers to assess progress accurately and then extend pupils' knowledge and understanding even further. Teachers mark pupils' work regularly and tell them what they need to do to improve. Sometimes pupils are expected to improve their work in response to this marking, but this is not consistently the case.
- Pupils' behaviour is exemplary. They thrive in an atmosphere where each and every pupil is valued and respected. As a result, pupils develop excellent social skills, feel safe, enjoy school and attend regularly. Parents justifiably hold the school in very high regard.
- The curriculum is vibrant and innovative with a vast array of interesting opportunities. This helps pupils to achieve well in a wide range of subjects and develop high levels of spiritual, moral, social and cultural awareness.
- The headteacher leads a highly effective and ambitious team who work extremely well together to ensure all pupils have the best possible opportunities. They do this by regularly checking the progress of pupils and taking urgent action to halt any underachievement. Teachers are given regular opportunities to work together and watch each other teach in order to further develop their skills. As a result, the quality of teaching and pupils' achievement have improved since the last inspection, so that both are now outstanding.

## Information about this inspection

- Inspectors observed five lessons taught by four teachers as well as making visits to lessons to look at pupils' work.
- Inspectors talked to groups of pupils and heard others in Years 1, 2 and 6 read.
- The views of 10 parents who responded to the on-line questionnaire (Parent View), as well as 12 parents spoken to as they brought their children to school, were taken into account.
- Inspectors met with the headteacher, other teachers and leaders and members of the governing body.
- The lead inspector spoke to a local authority school improvement professional by telephone to gain her view of the school.
- The school's improvement plan and records of pupils' achievement, records of the quality of teaching, pupils' behaviour and safeguarding were examined.

## Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Christopher Jeffrey Young

Additional Inspector

## Full report

### Information about this school

- Kell Bank Church of England Primary is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is lower than the national average. 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 who are looked after by the local authority.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is lower than that usually seen.
- The vast majority of pupils are of White British heritage.
- There were few pupils in Year 6 in 2012 and so the government's measure of meeting floor standards does not apply.
- The headteacher has been providing support to another school that has been placed in an Ofsted category of concern.
- The school has recently gained an inclusion award from the local authority.

### What does the school need to do to improve further?

- Maximise learning and progress by:
  - ensuring pupils have regular opportunities to correct their own work in mathematics
  - giving pupils even more opportunities to edit and improve their writing.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start school in the Reception Year with skills and abilities that are similar to those typically found for their age. They settle in very quickly and get off to an excellent start in their early literacy and numeracy skills.
- Pupils continue to make outstanding progress in Key Stage 1 and Key Stage 2. This is because teachers provide excellent opportunities for pupils to develop and practise their literacy and numeracy skills in English and mathematics lessons, as well as in other subjects.
- For example, a group of pupils in Year 2 produced impressive information pamphlets about bananas as part of a global gardens topic. This involved them carrying out their own research and then using computers to illustrate and write their own individual booklets.
- Pupils enjoy reading regularly at school and at home. Virtually all pupils reach the expected standard in phonics (letters and the sounds they make) at the end of Year 1 and then use these skills well to read to a high standard for their age by the end of Year 2. This excellent progress continues in Key Stage 2 so that pupils reach above average standards in reading in readiness for secondary school.
- Attainment in writing has been broadly average in recent years. Significant improvements to the teaching of writing are leading to much higher standards. By the end of Year 2 and Year 6, all pupils are now reaching the expected standard for their age, and these recent improvements mean that a far higher number of the most able pupils are reaching above average standards.
- Pupils make outstanding progress in mathematics because they have many opportunities to practise their number skills on a regular basis. They also have excellent opportunities to use their mathematics in other subjects, for example, in science investigations. This helps pupils to achieve higher than average standards by the time they leave the school.
- The small number of pupils eligible for the pupil premium together with the small number of pupils in each year group, make statistical comparisons unreliable. Inspection evidence shows that all pupils, including those eligible for the pupil premium, make excellent progress.
- The achievement of disabled pupils and those with special educational needs is outstanding. This is because the school has an excellent understanding of individual needs and provides appropriate support. This demonstrates the school's commitment to promoting equality of opportunity and tackling discrimination.

### The quality of teaching

### is outstanding

- Teaching is always good and the vast majority is outstanding. There is an open culture where teachers learn from each other because they work together well to share their expertise and skills. Teachers have consistently high expectations of themselves and of the pupils they teach.
- Teachers plan interesting lessons that enthuse pupils in a wide range of subjects. They expect pupils to cooperate and help each other to learn and this leads to rapid gains in their knowledge and understanding. For example, pupils have produced extensive science work in small groups where they have been studying the classification of living things. This work is of a very high standard.
- Pupils appreciate the way their teachers explain new ideas clearly to them and then help them if they are still struggling. Teachers check pupils' understanding by asking questions that challenge pupils to think for themselves and then expect them to explain their reasoning.
- Teachers have a very accurate understanding of what pupils can and cannot do. They use this information well to plan for the wide age and ability range found in each class. This means that the work planned is matched well to pupils' needs so that all pupils, including the most able, make the best possible progress.
- Teaching assistants are deployed well so that small group teaching is effective and some individual pupils with special educational needs are extremely well supported.

- Teachers have an excellent knowledge of mathematics and English so that these subjects are consistently well taught.
- Pupils' work is marked regularly so that pupils know how well they are doing and what they need to do to improve. While they have some opportunities to improve their work for themselves, this is not consistently the case. There are times when pupils' mathematics is corrected for them. There are other times when they are moved on in their written work before they have had a chance to edit and improve it for themselves.
- Homework is set regularly and this helps pupils to improve their reading, writing and mathematics skills.

### **The behaviour and safety of pupils** are outstanding

- Pupils are confident, polite and thoughtful. They thrive in an atmosphere where adults model high levels of enthusiasm, tolerance and respect.
- Children quickly develop their social skills in the Early Years Foundation Stage where they are nurtured both by adults and the older pupils with whom they work and play.
- Teachers are highly skilled in managing pupils' behaviour. They have high expectations and leave pupils with no time to waste in lessons. As a result, behaviour is excellent and pupils have an exemplary attitude to their work and learning in general.
- Pupils are extremely proud of their school and the work they do. They have regular opportunities to take responsibility for themselves and others. For example, pupils in Key Stage 2 help younger pupils to practise their reading.
- Pupils have an excellent knowledge about how to stay safe. They take part in a course that keeps them safe when cycling and understand how to stay safe on the internet. For example, older pupils produced an animated film called 'respect your friends on-line', which won a national award.
- Pupils have an excellent understanding of different forms of bullying. They say that it just never happens, but if it did they know exactly what to do and have confidence that staff would sort it out.
- Attendance is above average and there are no pupils who are persistently absent. This is because pupils enjoy school and, as one parent said, 'They hate being off!'

### **The leadership and management** are outstanding

- All who work in the school share the high expectations and the view for how successful the school will be as set by the headteacher and governing body. Staff and pupils thrive in a learning environment where teamwork is valued and everyone has a strong desire to achieve.
- There are excellent systems to track the progress of pupils and check the quality of teaching. This information is used to address any improvements that are needed. For example, pupils were making less progress in writing than they were in reading and mathematics. The school has successfully improved standards in writing so that they are now above average. This demonstrates the school's outstanding capacity to improve even further.
- The professional development of teachers is exemplary and ensures consistency in the high quality of teaching. For example, the phased retirement of an experienced teacher is being used extremely effectively to mentor a newly qualified teacher.
- The school has been involved in helping another school that is in an Ofsted category of concern. This support was very effective in improving the quality of teaching in the other school.
- The curriculum is outstanding. Pupils are given a vast array of opportunities across a broad spectrum of subjects and extra-curricular activities. For example, pupils have built shelters and cooked over an open fire as part of their forest schools project. They regularly take part in inter-school sporting tournaments and love the opportunities they are given to study other faiths and cultures through visits to places of worship, an after-school film club and cookery. Pupils have

excellent skills in information and communication technology (ICT) because they have regular and innovative opportunities to learn through this medium.

- There are excellent relationships with parents who are overwhelmingly positive about the school. One parent's view was typical of the many who expressed their feelings to inspectors, 'wonderful school and staff, children are happy'.
- The local authority has provided good support to the school, for example, by supporting improvements to the quality of writing.
- The school takes the safety of pupils extremely seriously so that safeguarding practices meet statutory requirements.

■ **The governance of the school:**

- Governors are extremely knowledgeable about the quality of teaching and the achievement of pupils in the school. This is because governors visit the school regularly. This detailed knowledge about the performance of teachers helps governors to ensure teachers are rewarded appropriately. Whilst governors support the school extremely well, they are not afraid to provide challenge when it is needed. Governors manage funds well, including pupil premium funding and the new Primary School Sport funding. This latter funding has been used to purchase space in the village hall to increase participation in gymnastics and dance. The remainder is being used to enable coaches to work with teachers to improve their teaching skills in specific sports. The governing body plans to monitor the impact of the sports funding over time.

## 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

<b>Unique reference number</b>	121508
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	426010

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tink Palmer
<b>Headteacher</b>	Kathleen Allison
<b>Date of previous school inspection</b>	6 July 2011
<b>Telephone number</b>	01765 689410
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@kellbank.n-yorks.sch.uk



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