

Kildwick Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121600
Local Authority	North Yorkshire
Inspection number	327526
Inspection date	10 December 2008
Reporting inspector	Ann Sharpe

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	121
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 J Pink
Headteacher	Mr A Robertshaw
Date of previous school inspection	5 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Priest Bank Road Kildwick Keighley West Yorkshire BD20 9BH
Telephone number	01535 633682

Age group	4–11
Inspection date	10 December 2008
Inspection number	327526

Fax number

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Age group 4-11

Inspection date 10 December 2008

Inspection number 327526

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the outdoor provision for children in the Early Years Foundation Stage (EYFS), the school's self-evaluation procedures and the monitoring of pupils' progress towards challenging targets. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published assessment data and the school's records of pupils' attainment and progress. Observations of pupils in lessons and around the school were undertaken. Discussions were held with staff, pupils and a governor. Questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in as much detail, but the inspector found that the school's own assessments, as given in its self-evaluation, were sometimes modest.

Description of the school

Almost all of the pupils attending this small village school are of White British heritage. Although many pupils live in Kildwick, about half travel to school from surrounding districts. The proportion of pupils entitled to free school meals is well below the national average. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Pupils are taught in mixed-age classes. The school makes provision for the EYFS, and Reception children learn alongside pupils in Year 1. The school has received the Investor in People award, the Basic Skills award, the Healthy Schools award and the Sports Activemark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Kildwick Primary is an outstanding school, where pupils thoroughly enjoy all aspects of their education. It is an extremely happy and welcoming school that is very well thought of by parents and carers. A typical comment of parents is, 'We feel privileged that our children go to Kildwick School.' Parents particularly appreciate the approachability and excellent communication of the headteacher and staff, who are always visible and ready to provide help or information. This very strong partnership with parents and carers, along with many other community links, contribute significantly to the high quality of education that pupils receive. It is little wonder that the school is greatly oversubscribed.

As a result of the dedicated and inspirational leadership of the headteacher, the school has gone from strength to strength since its previous inspection. This is not a school that rests on its laurels. The ethos of high expectations and striving for even more for the pupils is what gives the school its special character, and accounts for its sometimes modest self-evaluations. Consequently, pupils, including those with learning difficulties and/or disabilities, reach and often exceed challenging learning targets, and by the end of Year 6 standards in English, mathematics and science are exceptionally and consistently high. The more able, and gifted and talented pupils have the help they need to reach the highest possible levels in the National Curriculum, even though this means completing work that is well beyond what is expected for their age.

Outstanding teaching and learning ensure that children get off to a wonderful start to their education in Reception, and that they build exceedingly well on this throughout Years 1 to 6. The enthusiasm and high level of commitment of staff ensure that pupils love their lessons, and that learning in mixed-age classes is never a problem. Outstanding care, guidance and support ensure that procedures for protecting and safeguarding pupils are in place. The school tracks pupils' progress meticulously, and appropriate action is taken if learning shows any signs of slowing down. Pupils know what their learning targets are, and the marking of their work helps them to know how to improve. Pupils are not yet given enough responsibility for making progress towards their personal, longer-term learning targets, however, and this is a priority for further improvement.

An outstanding curriculum ensures that pupils develop a thirst for learning and make excellent progress in their personal development and well-being. Pupils recall with delight their work with visiting advanced skills teachers, such as making working carousels. Pupils' behaviour is excellent at all times and their attendance is well above the national average. Pupils say that it is easy to make lots of friends at school. They know how to stay healthy and safe, for example they explain the need to eat a balanced diet, and know how to stay safe when using the internet, including avoiding 'cyber bullying'. Pupils stress how safe they feel at school because adults watch over them so closely. They explain the importance of safety, for example when using saws and drills during design and technology lessons and landing safely in physical education lessons. Pupils make an excellent contribution to their school and local community. Older pupils, for example, spontaneously watch over younger ones. They speak very maturely about their role in planning the 'Trim Trail' for the Kildwick recreation ground. Pupils' outstanding progress in basic literacy, numeracy, and information and communication technology skills prepares them very well for their transfer to secondary schools.

Governance has improved since the previous inspection, particularly in holding the school more to account. The limitations of the accommodation were commented upon at the time of the previous inspection, when plans for a refurbishment were at an early stage. Since that time, despite strenuous efforts by the headteacher and governors to speed up progress, there has been no change. Disruption to pupils' education is prevented at a cost of considerable time and effort by staff, who are determined to minimise the many disadvantages of having insufficient suitable space and facilities. Nevertheless, despite this, the school has demonstrated outstanding capacity to continue to improve in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 1

When children start Reception, their skills are broadly typical for their age. They make outstanding progress from their starting points and, when they transfer to Year 1, most achieve the goals set for their learning and some are working beyond them. Outstanding leadership has ensured that revised national guidelines for the EYFS are securely in place. Although the school's accommodation restricts provision, staff leave no stone unturned in their efforts to provide a warm and caring setting and an exciting curriculum, both indoors and outdoors. Taking children on a walk beyond the school gates to learn about shapes, for example, provides a very rich experience and opportunities for them to learn about road safety. Skilful questioning by adults challenges children to compare shapes around them and helps them to learn from their observations. The small outdoor space available provides an Aladdin's cave of opportunities for children to show curiosity, concentrate and practise talking about their exciting activities. As a result, children's personal, social and emotional skills improve at a very rapid pace. Excellent teaching and learning ensure that children's communication, language and literacy skills and their problem solving, reasoning and number skills also improve at an impressive rate. The school's partnership with parents and carers, and with other pre-school providers ensures that children make a very happy start to their education.

What the school should do to improve further

- Give pupils more personal responsibility for making progress towards their longer-term learning targets.

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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?	1
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	1

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?	1
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?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
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	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 making us feel so welcome when we visited your school. We both thoroughly enjoyed our day. You answered all our questions very sensibly and thoughtfully. We were impressed with your excellent behaviour and with the way that you always show respect for everyone and everything. Although we were unable to see all your Christmas production, you were all very enthusiastic about it and proud to perform for your school.

You go to an excellent school, and it is not surprising that your parents and carers are so pleased that you attend it. Your headteacher and all the other adults care about you a great deal. They do everything possible to help you to learn as quickly as you possibly can, right from Reception to when you leave at the end of Year 6. When you transfer to secondary schools, your work is of a very high standard indeed. Staff work very hard to make sure that there is nothing that you are unable to do because of the lack of space in your school building and playground. You told me how much you enjoy school, and I could see why. You know a lot about how to stay healthy and safe, and it was good to see you drinking water regularly and eating fruit.

When I asked you about your learning targets, you were able to tell me what they are. Teachers help you to know how to improve your work, including by writing lots of comments in your books. I have asked the school to give you more personal responsibility for making sure that you reach the individual targets that teachers have set for you. I have asked this because I think that you are capable of doing so, and would enjoy the extra challenge. You can help by asking teachers what else you have to do in order to reach your individual targets.

I hope that you enjoy your end-of-term festivities and have a good holiday.