



Kildwick Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 121600
LEA North Yorkshire
Inspection number 281055
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Mr Thomas Grieveson HMI

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

Type of school	Primary	School address	Priest Bank Road
School category	Voluntary controlled		Kildwick
Age range of pupils	4 to 11		Keighley, West Yorkshire BD20 9BH
Gender of pupils	Mixed	Telephone number	01535 633682
Number on roll	115	Fax number	01535 630421
Appropriate authority	The governing body	Chair of governors	Mrs Joanne Waring
Date of previous inspection	18 October 1999	Headteacher	Mr A Robertshaw

Age group 4 to 11	Inspection dates 5 October 2005 - 6 October 2005	Inspection number 281055
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Kildwick Church of England Voluntary Controlled Primary School caters for 115 pupils between the ages of 4 and 11. It serves the villages of Kildwick, Farnhill and part of Cross Hills, but such is the popularity of the school that parents from further afield also apply to admit their children here. The proportion of pupils entitled to free school meals is below the national average. The number of children with learning difficulties and disabilities is also less than the average for all schools, but is increasing. Currently no children come from minority ethnic backgrounds. On entry to the reception class, pupil attainment is just below average for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Kildwick Church of England Voluntary Controlled Primary School provides an outstanding education for its pupils. The school's own judgement rates its performance as good but this reflects the high expectations which it has of itself and its continuous drive to improve. Self-evaluation is a particularly strong feature of the school's work. The school has demonstrated improved effectiveness since the previous inspection mainly because teaching is much better and this has resulted in pupils achieving consistently higher standards. The headteacher, staff and governors are a strong team. They set clear direction for the school, recognise its strengths and have an accurate understanding of where it needs to improve. This school is exceptionally well led and managed, has the capacity to improve further and provides excellent value for money.

In the reception class pupils make very good progress because teaching is outstanding. Teaching assistants similarly provide high quality support to pupils. This provides them with a secure foundation and supports their later learning. Pupils are well cared for at Kildwick. They are thoughtful and helpful young people. Their behaviour and attitudes are excellent and they clearly enjoy school. Attendance is very good.

What the school should do to improve further

Ensure that individual education plans, for pupils with learning difficulties and disabilities, always have targets which focus on what pupils should learn.

Achievement and standards

Grade: 1

Throughout the school, achievement is very good and pupils reach the challenging targets set for them. Consequently, standards are well above the national average. Girls achieve better than boys overall, and boys achieve well. Pupils with learning difficulties and disabilities also make very good progress.

Children begin the reception class with slightly below average knowledge and skills. However, the progress which they make is very good. The majority reach their early learning goals by the end of the reception year and some exceed them. This provision ensures that pupils make a good start to school and benefits their later learning.

The standards achieved in mathematics are exemplary and a major strength of the school. The proportion of pupils who attain level 5 is particularly noteworthy. Standards are very good in both English and science where results have been consistently well above average. These achievements are due to high quality teaching being supported by very detailed pupil monitoring procedures. This enables staff to track pupils' progress and to intervene and take appropriate action to ensure targets are reached.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. The stimulating and secure environment, which the school provides, enables pupils to become confident learners with a mature approach to their work. They enjoy school and their attitudes and behaviour are excellent. Pupils are courteous and polite and proud of their school. Their attendance is well above the national average.

Pupils' spiritual, moral, social and cultural development is very good. Worship is a particularly strong feature of school life and makes a significant contribution to pupils' spiritual development. The strengthening links with St. Andrew's Church enriches their development further.

In addition, pupils study the major world religions and take opportunities to visit places of worship. The multicultural links with a school in Keighley provide an excellent opportunity for pupils to further explore other faiths and cultures. This is a strong and beneficial partnership, which significantly extends pupils' knowledge and experience.

The school's commitment to promoting healthy lifestyles has a positive impact on pupils' attitudes and actions. For example, pupils know about the benefits of healthy eating and are keen that school meals should include more healthy options. This work has led directly to success in achieving the Healthy School Award.

Pupils willingly take initiative and demonstrate resourcefulness: for example by their work in the school council and their commitment to charity fundraising. They are involved in decision-making and provide valuable contributions to decisions which affect them. School council representatives confirm that they take their responsibility to represent the opinions of others seriously. The views of the school council are valued and acted upon by school managers. The school's involvement in the local community ensures that pupils make a good contribution through hosting and participation in key events. Pupils also have a good knowledge of their area through local study units, particularly in history.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is consistently very good and often outstanding. Pupils make good progress because lessons are based on detailed, focused planning that demonstrates a thorough understanding of their needs. Tasks are relevant, interesting and well matched to pupils' differing levels of prior attainment. Consequently, pupils are enthusiastic about their lessons. They work productively with each other, cooperate well and share knowledge and skills. Teaching assistants make a very good contribution to pupils' learning. They offer high quality support, particularly to those experiencing difficulties with their work. Relationships between pupils and staff in all parts of the school are excellent and mutual respect is clearly evident. However, an art lesson seen

in the reception class, which was not taught by the class teacher, did not match the quality of provision seen elsewhere in the school. The work was not sufficiently well matched to the learning needs of the pupils nor did it promote their ability to make choices.

Teachers' assessment of pupils' work in English, mathematics and science has improved significantly since the previous inspection. Teachers know the strengths and weaknesses of their pupils. Marking of work provides a balance of praise and evaluation. Targets are appropriate and pupils know accurately what they are required to do to achieve them. The overwhelming majority are successful in doing so. The assessments for those pupils with learning difficulties and/or disabilities are particularly detailed and insightful and this contributes significantly to the very good progress that they make. Consequently, the procedures for checking how well children are doing are very good and this evidence is used directly to inform future learning.

Curriculum and other activities

Grade: 2

The broad and balanced curriculum provided by the school is effective in promoting pupils' learning. It is enriched by an extensive range of additional activities which take place both within and beyond the teaching day. These extra-curricular activities extend the curriculum well and they compensate for the limitations of space in the school building. For example, pupils visit the Bradford Industrial Museum to enhance their study of the Victorians. They extend their study of the Vikings by visiting the Jorvik Centre in York. The residential provision, which the school makes at Humphrey Head and Scargill House, enables pupils to demonstrate their abilities more broadly by practicing skills and applying knowledge in a variety of contexts. These visits are very popular with pupils.

The school provides work which is challenging yet well matched to pupils' needs. Established cross-curricular links ensure that the basic skills of literacy and numeracy are used successfully to support work in other subjects. The very good information and communication technology (ICT) provision is increasingly used to good effect. For example pupils demonstrate their skills in control technology and the use of design software to plan classrooms and outdoor leisure space. Some pupils also utilise ICT skills out of school to complete homework tasks and a good example is where they use the Internet to research information about William Shakespeare.

Provision for those with learning difficulties and/or disabilities is very good. Individual education plans directly inform the activities which teachers and support staff make to support pupils. However, the targets are not consistently focused on the learning to be achieved so that sometimes they only indicate the tasks to be done rather than what pupils are expected to know. However, they contribute strongly to the very good progress which these pupils make.

Care, guidance and support

Grade: 1

The school's care for pupils is outstanding. Despite the limitations on internal and external space, the secure and attractive environment ensures that pupils are happy and eager to be at school. Pupils are keen to take responsibility. They respond positively to opportunities to display resourcefulness and care for others. The active promotion of healthy lifestyles is well understood by pupils and is actively encouraged by their families who support the school's ambitions.

Staff take the care, guidance and support for pupils, including those with learning difficulties and disabilities, very seriously. Through a variety of initiatives, staff monitor and promote pupils' health and progress. Risk assessments are carried out appropriately to ensure pupils' safety. Pupils are confident to ask for support and help when required. Very good child protection procedures ensure that all staff are aware of the needs of vulnerable pupils. The quality of care provided for these pupils is extremely sensitive and thoughtful, and this contributes significantly to their very good progress. The degree of parental support and commitment to the school overall makes a substantial contribution to the very effective care, guidance and support. The school rightly recognises the contribution which parents make. The partnership between home and school is excellent.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher provides clear and decisive leadership by focusing strongly on improving the achievement of all pupils. The headteacher, staff and governors comprise a strong team. They have shaped the school's excellent vision, providing purposeful educational direction and contributing directly to high standards. There is a clear sense of shared responsibility to ensure that all pupils achieve very well and enjoy school.

The headteacher knows the school in substantial detail. The self-evaluation processes have improved since the last inspection and now there is a very good understanding of the strengths of the school and where it needs to improve. The priorities in the school improvement plan are entirely appropriate. Teachers are monitored regularly and they receive feedback, which is both timely and accurate. This provides a secure basis to help them improve. This process has contributed directly to improvements in teaching and learning which are now significantly better than at the time of the previous inspection.

The school is served by a hardworking and dedicated staff team which includes excellent administrative support. All receive regular and good quality training. The induction processes for newly appointed staff are particularly effective. Staff are keen to improve their own knowledge and skills and see this as a key factor in maintaining Kildwick as a high performing school. The award of 'Investors in People' is due acknowledgement of the school's commitment to the professional development of its workforce.

The quality of governance is good. Governors are effective in both challenging and supporting the school to improve, and in meeting their statutory responsibilities. They are fully involved in the decision making process and knowledgeable about the performance of the school. They take informed decisions based upon accurate and relevant information.

The school provides very good value for money and has excellent capacity for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, I spent two days inspecting your school on the 5th and 6th October 2005. The report has now been completed and I would like to tell you about what it contains.

Your school provides you all with an excellent education. The headteacher and staff are very good indeed and they work extremely hard to ensure that you receive the very best education.

I was impressed by the welcome which you gave me to your school. Thank you for that. You were very helpful in providing information, which showed how pleased you are to attend Kildwick and how much you enjoy your education. Your behaviour and the hard work which you showed in lessons were excellent. Well done, you are a credit to your school.

The staff at Kildwick provide you with very good care. You know a great deal about keeping safe and being healthy. The fundraising you take part in to support worthy causes shows you are caring people who want to help others. Even though your playground and school buildings are small, you are careful when moving around so as not to injure other people. This shows you are very responsible. The school buddies are very helpful and the support they give is very good. Your School Council does a very good job and the headteacher values what it has to say. Many good things have happened because of this.

In lessons you listen well to your teachers. You work hard and are doing very well with your learning. The younger children in the reception class have settled very quickly, even though they have only been in school for a very short time.

I would be grateful if you would thank your parents for all the very useful information which they provided. They clearly like your school and consider that it is doing well. They are right to think so.

Thank you for making my visit to Kildwick so enjoyable. Please accept my very best wishes for the future.