

Ketton CofE Primary School

Inspection report

Unique Reference Number	120179
Local Authority	Rutland
Inspection number	339620
Inspection dates	18–19 March 2010
Reporting inspector	Judi Bedawi

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Mrs Sara Mann
Headteacher	Amanda Rogers & Dawn Aspinall
Date of previous school inspection	12 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent more than half of their time observing learning, including seeing nine teachers in 13 lessons or parts of lessons. They held meetings with governors and staff, and informally talked to parents at the start of the day and to pupils. They observed the school's work, and looked at pupils' books, project work and displays, a range of school documentation, policies, monitoring records and data on pupils' attainment. The inspectors received and analysed 53 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress in mathematics and science at Key Stage 2
- the effectiveness of the balance between child-initiated and adult-directed learning in the Reception class
- the extent and impact of intervention programmes
- pupils' views and understanding of national and international communities, cultures and societies beyond their own.

Information about the school

Ketton is smaller than most other primary schools. Most pupils come from the village and local rural community. Almost all are White British, with a very tiny proportion from other White backgrounds. The number of pupils who have special educational needs and/or disabilities is similar to that in other schools, but the proportion of pupils with a statement of educational needs is well above average and includes medical conditions, severe learning difficulties and autistic spectrum disorders. There are two headteachers who job-share. The school has gained many awards, including Healthy Schools, Activemark and Eco Schools Silver.

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?

1

The school's capacity for sustained improvement

1

Main findings

Ketton provides its pupils with an outstanding quality of education so that they become imaginative and enthusiastic learners, soaring academically and personally. The two headteachers work as a highly successful team, with their complementary leadership skills ensuring that the school never forgets its self-generated drive to sustain and expand on its successes. As a result, the pupils bubble with the excitement of learning and discovery. Parental comments reflect the very positive views of almost all, saying, 'We are delighted with this fantastic school' and 'It is an excellent school.' The inspectors agree.

Children's attainment on entry to the Reception class is broadly in line with age-related expectations in all areas of learning, although yearly cohorts vary considerably. Children make outstanding progress, including the increasing proportion with special educational needs and/or disabilities, because their precise needs are identified early with focused support rapidly provided. Children's communication and language skills are outstanding due to the excellent focus on letters and sounds, especially their use in writing. Pupils move into Key Stage 1 working at, and often above, national expectations. Outstanding progress is sustained as pupils move through Key Stages 1 and 2. In 2009, results dipped due to a Year 6 cohort with a high proportion at lower starting points and relatively high pupil mobility. Inspection evidence and observations show a significant proportion of pupils currently in Years 5 and 6 are already working at or above the levels expected for the end of Year 6.

Exemplary teaching and assessment sustains pupils' outstanding outcomes, including their attendance and behaviour. Learning is exciting, and proceeds at a breathtaking pace, enhanced by skilled teamwork that challenges pupils to excel, so that they are confident and open-minded learners. Any individuals who start to fall behind are rapidly identified and receive the right kind of intervention to ensure improvement. Pupils' spiritual, social and personal development is outstanding, and their cultural development is good. They make a good contribution to the community, but the school rightly recognises that there is more to do to extend links with national and international communities and other cultures.

Pupils are cherished, with those whose circumstances make them most vulnerable receiving exceptional support, so that they can focus fully on learning. This support extends to all, including families having difficult times. As a result, pupils feel extremely safe. They look out for younger pupils and enjoy their company; relationships are excellent.

The headteachers and the governing body have an astute overview of the schools'

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progress and next steps, and their commitment to making the school as good as possible is shared by staff and parents. Self-evaluation is exceptionally accurate. However, subject leaders are not as fully involved in monitoring, evaluation, scrutiny and analysis as they could be, to ensure that teaching, learning, pupils' attainment and progress continue to be exceptional. The school has moved on at a cracking pace since the last inspection and its capacity to improve is outstanding.

What does the school need to do to improve further?

- Further empower subject leaders by:
 - taking their already good skills to a higher level in evaluating and using data analysis to sustain pupils' outstanding achievement
 - involving them more fully in monitoring the quality of teaching and learning in lessons and in regular scrutiny of pupils' recorded work.
- Develop community cohesion by:
 - extending the work on national and international aspects to enhance pupils' knowledge of communities, societies and faiths, beyond their own immediate experience.

Outcomes for individuals and groups of pupils**1**

From the very start, pupils respond exceptionally well to a vast array of exhilarating learning experiences. Their behaviour, attitudes and levels of concentration are outstanding. For the youngest Reception children, play through learning is based on their interests and natural curiosity, unobtrusively adjusted and directed by the adults supporting them. Older pupils show similar enjoyment, for example, saying that science is exciting and teaching is fun so that they love school and the 'buzz' of learning. This was seen in an outstanding science lesson when pupils categorised different foods into groups, enthusiastically debating the components of ice-cream, with challenging research homework set by their teacher. They are challenged and enabled to reach and exceed their targets as a matter of course, with independent learning, thinking and research having a very high priority and a positive impact on their economic well-being, so that they are extremely well prepared for the next stage of their education. All pupils, including those with special educational needs and/or disabilities, make excellent progress from their starting points in all subjects. Many achieve well-above-expected levels of progress in a year. Although pupils make an impressive impact on village life, they are eager to learn more of the wider world beyond their own community.

Pupils are extremely perceptive about the need to keep safe in school and their community, with a very thorough understanding of internet safety and threats posed by chat rooms. There is excellent uptake of sporting activity through school clubs. Every day pupils take part in exercises to develop their co-ordination and to refresh their minds so they stay completely focused on learning. Pupils value their family-style school and are rightly proud of their own and others' achievements.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is innovative and inspirational in the way that pupil's individual interests and skills are extended to build on areas that they find challenging. As a result, learning, progress and self-esteem rise to the highest levels, often beyond parental expectations. Questioning encourages deep thought with detailed responses. Pupils are encouraged to challenge their teachers, seen in a science lesson with nominated pupil 'experts'.

Exciting lessons incorporate excellent subject knowledge, staff teamwork and exacting intervention work for those who are not doing quite as well as they might. Assessment, including planning for all abilities, such as higher attainers is excellent and used daily to move learning on. There is impressive, supportive use of peer assessment.

The imaginative and challenging curriculum is used flexibly, carefully adapted to meet a wide range of needs and abilities. Opportunities for links between subjects are thoroughly embedded so that pupils instinctively use their skills in different circumstances and topics. Philosophy impacts highly on pupils' deeper thinking and speaking skills. Enrichment and extended activities are impressive with residential visits and many visitors. A very wide range of after-school clubs have an excellent uptake by

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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pupils of all ages. Clubs for music, sports, environmental science, writing, and information and communication technology are extremely popular.

Pastoral care is outstanding with all staff going well beyond their duty of care to banish any barriers to learning. Provision for those with a statement of special educational needs is outstanding. Staff are extremely well trained to meet pupils' specific needs and the school nurse holds drop-in 'surgeries' for parents. Pupils blossom due to the close support that they and their families receive. The best kind of external support is used to meet individual needs and to have a positive impact on learning and self-esteem. Parents comment most positively about the impressive 'open door' support and involvement in their children's learning. Excellent monitoring of welfare-related aspects has led to excellent attendance with term-time holidays rarely taken by families. Arrangements to support transitions are outstanding: from pre-school; across each year; and in close preparation for attending much larger secondary schools. Consequently pupils feel confident about moving on.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Outstanding leadership and management embody a strong shared vision for the future, skilfully directed by the two headteachers. This ensures excellent ambition to improve even more, with absolutely no room for complacency. The drive for improvement is very closely shared by staff and governors, who are sharply focused on sustaining quality. The school eagerly trials new initiatives to raise standards further, such as the development of phonics work. Staff work exceptionally well as a team in school improvement planning and future developments. However, subject leaders are not yet fully empowered in driving and developing their subjects as much as they might be. Governors have an astute overview of standards and the school's effectiveness, regularly challenging school leaders. Resources and finance are managed exceptionally well to plan for future developments. Safeguarding is outstanding, exceeding government requirements. Strengths include Year 6 pupils' involvement in identifying potential hazards and governors' annual questionnaires for pupils and parents, seeking views on the effectiveness of practice and procedures. Partnerships with parents are excellent, including with those who are initially more reluctant to become involved. Other partnerships are also impressive, with an extensive range of links to welfare agencies, schools, colleges and the parish extending pupils' broader education, as well

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as gaining awards for sports, healthy living and environmental awareness. Community cohesion is good. The school has thoroughly audited its provision and community needs. There are already excellent local community links, but the school is very aware that national and international links are not up to its exacting standards. Equality of opportunity is promoted exceptionally well, with pupils making outstanding progress and overcoming difficulties. They have a strong voice ensuring that there is no room for discrimination, racial or otherwise.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children get off to a flying start to school life. They are stimulated by an exciting learning environment inside and out that provides excellent opportunities for discovery, exploration and independent learning through play. During the inspection, children were secret agents searching for a missing person. They trained rigorously on an 'assault course', wrote very legible messages, dressed-up as men (and women) in black, with dramatic attitude and cunning disguises, finally involving the whole school in a magical assembly. Children, most of whom have attended the on-site pre-school, settle rapidly and very happily, building excellent relationships with each other and the staff who care for them exceptionally well in all welfare-related matters. Their ability to concentrate and stay focused is impressive, best seen when they sound out difficult letter combinations and do writing that is already far above age related-expectations. They make outstanding progress in all areas of learning. All staff are extremely skilled and very aware of young children's needs, so that excellent teaching is focused on

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developing individual strengths and skills through an exceptional mix of child-led and adult-directed activity. There is close liaison with parents and advice on how to develop home learning. Excellent use of assessment and individual learning journals are fully shared with parents, who greatly value the open communication channels. Visionary leadership and management are excellent, with high-calibre staff contributing to the ongoing success.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Almost all parents have nothing but praise for the schools' work. Of the parents and carers who responded to the questionnaire, all said that their children have a good school experience and they are confident that their children are safe. Almost all said that they enjoy school, make good progress, lead healthy lifestyles, and that transition arrangements and leadership and management are good. The significant majority believe teaching is good. They feel that their suggestions and concerns are addressed well. A very few parents had reservations about their children's progress, behaviour and the meeting of individual learning needs. Inspectors found no evidence to support the very few reservations raised. Parental comments suggest that a significant majority view the school's work as being excellent and inspection findings agree with this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ketton CofE 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 inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	77	11	21	1	2	0	0
The school keeps my child safe	41	77	12	23	0	0	0	0
The school informs me about my child's progress	29	55	23	43	1	2	0	0
My child is making enough progress at this school	33	62	17	32	2	4	0	0
The teaching is good at this school	36	68	15	28	2	4	0	0
The school helps me to support my child's learning	32	60	19	36	1	2	0	0
The school helps my child to have a healthy lifestyle	33	62	18	34	2	4	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)	26	49	17	32	1	2	0	0
The school meets my child's particular needs	37	70	13	25	3	6	0	0
The school deals effectively with unacceptable behaviour	26	53	20	38	2	4	0	0
The school takes account of my suggestions and concerns	32	60	19	36	1	2	0	0
The school is led and managed effectively	35	66	17	32	1	2	0	0
Overall, I am happy with my child's experience at this school	36	68	16	30	0	0	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



22 March 2010

Dear Pupils

Inspection of Ketton CofE Primary School, Ketton, PE9 3TE

We would like to thank you for giving us such an enjoyable welcome when we visited your wonderful school recently. You go to an outstanding school and you told us why you love it so much. You really enjoy using computers, mathematics, science, writing, physical education and lots of before-and after-school clubs. You feel extremely safe and happy and have many friends. We can see that you work exceptionally hard all the time and that you find learning exciting and fun.

You make outstanding progress because your teachers and teaching assistants do an

- excellent job in caring for you and helping all of you to learn. Your behaviour and attitudes are excellent and you look after each other extremely well. Your attendance is excellent and has improved. Your attainment is far better than that of pupils in most other primary schools. We are all delighted with the achievements you have made. Well done! Now you have to keep up your excellent learning.

Your headteachers want to make your school even better. I have asked them to:

- find interesting ways to further develop your awareness and involvement in communities and cultures beyond Ketton
- make sure the teachers who manage subjects get fully involved in how well the school is doing.

I am sure that you will always find learning exciting at Ketton, and rise to the challenges you are given in the future.

Yours sincerely

Judi Bedawi

Lead inspector

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