

# Inspection of Ab Kettleby Primary School

Wartnaby Road, Ab Kettleby, Melton Mowbray, Leicestershire LE14 3JJ

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Inspection dates: 6 and 7 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Ab Kettleby is a friendly and inclusive school. Staff know pupils and their families well. They look after pupils and make sure that they feel safe. Staff encourage pupils to share their opinions. They have high aspirations for all pupils.

The school's values are important to everyone in school. Leaders want all pupils to be 'brilliant young people' who are inquisitive and motivated. Pupils talk with confidence and enthusiasm about their learning. Parents and carers value the community spirit of the school. Typical comments include, 'There is a warmth and care that goes above and beyond.'

Leaders and staff across the trust work together to ensure that all pupils achieve well. Pupils enjoy learning because they study a broad and exciting curriculum. School trips and visitors enrich this. Pupils value the opportunities that they have to take on roles of responsibility. Older pupils look after the younger children. Pupils enjoy contributing to the local community. They are proud of their 'Spirit of the games' awards.

Pupils say that behaviour is mostly good. They say that there are trusted adults they can talk to if they have a problem. Pupils say that bullying has happened, but adults deal with it well.

## **What does the school do well and what does it need to do better?**

Leaders provide a curriculum that builds pupils' knowledge from the early years to Year 6. They also look beyond the primary years to make sure that older pupils are well prepared for Year 7. Leaders make clear what all pupils need to know and remember. They have successfully adapted the curriculum for the mixed-age classes. In some subjects, the sequenced curriculum is new. Because the curriculum has been recently introduced, leaders have not yet checked if pupils are remembering more of what they want them to learn.

Teachers have a good understanding of what they teach. Lessons build on what pupils have already learned. Teachers check on pupils' learning in lessons. This helps them to identify which pupils need more help or guidance. Teachers explain content clearly and use questions to extend pupils' understanding.

Leaders make sure no time is wasted in teaching children to read in the early years. Teachers receive regular training in teaching phonics. They have the expertise they need to teach phonics well. Pupils take home books that match the sounds they know. Staff check that pupils are on track with their reading. If pupils fall behind, they receive support to help them catch up. Pupils enjoy reading. They understand why reading is important. Teachers read to pupils every day.

Children in the early years get off to a flying start. Staff establish routines from the very beginning. Children learn to take turns and collaborate with each other. They

Children speak with enthusiasm about their learning and experiences. Children buzz with excitement when talking about 'Supertato', who helped them to learn about kindness and respect. They love learning about the adventures of 'Gingy', who helps to develop their knowledge of different locations.

Leaders are ambitious for all pupils. This includes pupils with special educational needs and/or disabilities (SEND). They identify and assess pupils' needs well. Staff provide support so that pupils with SEND make good progress. Teachers adapt teaching materials so that pupils can learn the same knowledge as their peers. Some pupils also receive well-planned, one-to-one support so that they do not miss out on learning important ideas in a subject.

Leaders are keen to extend pupils' experiences beyond the small community where they live. They plan meaningful visits to places of interest, and have visitors in school to share their experiences. The school values this help to build pupils' confidence and resilience. Outside of lessons, pupils take part in competitions and raise money for charities. Members of the school choir enjoyed their recent visit to a residential home to sing Christmas carols. Older pupils enjoy being lunchtime monitors and eco warriors.

Pupils understand the school rules and expectations for behaviour. They value the rewards system. They strive to move along the 'rainbow road'. Most pupils behave well on the playground and in lessons. They speak with respect when discussing difference and diversity. However, a small number of pupils do not have a full understanding of why others may behave differently to themselves.

Leaders have positive working relationships with their staff. Leaders, including the trust, consider staff's workload and well-being. Staff value being able to work with colleagues across the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety and welfare. They provide regular training to ensure that staff are alert to any signs that pupils might be at risk. Staff report concerns promptly, and leaders respond diligently. Leaders work with external agencies to support pupils and families. They are not afraid to challenge if they think more should be done. Leaders make sure that adults are suitable to work with pupils in school.

Pupils learn how to keep themselves safe in different situations. For example, they know not to make friends with strangers online.

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

### (Information for the school and appropriate authority)

- Some subject leaders have not had time to check how well the intended curriculum is being implemented in their subjects. This means they are unaware of the quality of learning that is taking place. Subject leaders need to ensure they regularly check that the intended curriculum is being delivered to a high quality and that pupils can remember and apply what they have been taught.
- A small number of pupils do not have a full understanding and tolerance of the individual needs of others. This may hamper their readiness for the next stages of their education. Leaders should ensure that pupils learn more about difference and diversity so that they are fully prepared for the next stages in their education.

### How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

### Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140696
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10227845
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anne Frost
<b>Headteacher</b>	Andrea Brown
<b>Website</b>	<a href="http://www.abkettleby.org">www.abkettleby.org</a>
<b>Date of previous inspection</b>	21 March 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, senior leaders, subject leaders and a range of staff.
- The lead inspector met with representatives from the trust.
- Inspectors carried out deep dives in early reading, mathematics, music and computing. For each deep dive, inspectors met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning. They

visited lessons and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.

- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff, governors, trust representatives and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered responses to Ofsted Parent View, including free-text comments. Inspectors met with staff and considered responses to Ofsted's staff survey. They also considered responses to Ofsted's pupil survey.

### **Inspection team**

Kirsty Norbury, lead inspector

His Majesty's Inspector

CT Atwal

Ofsted Inspector

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