

Kelsey Primary School

Inspection report

Unique reference number	120469
Local authority	Lincolnshire
Inspection number	380033
Inspection dates	21–22 March 2012
Lead inspector	Ruth McFarlane

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Julia Cleave
Headteacher	Magnus Smedley
Date of previous school inspection	25 September 2008
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Age group	4–11
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Introduction

Inspection team

Ruth McFarlane

Additional inspector

This inspection was carried out with two days' notice. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. 12 lessons or part lessons were observed and three teachers and two teaching assistants, leading parts of lessons, were seen. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors observed the school's work, listened to pupils reading and looked at safeguarding arrangements, development planning and records of pupils' progress and achievement held at the school. In addition, they analysed questionnaires from 32 parents and carers, as well as those from pupils and staff.

Information about the school

This school is much smaller than others of its type. It serves a rural community. Pupils are taught in three mixed-age classes. The Early Years Foundation Stage provision is in the mixed Reception/Year 1 class. All the pupils are from White British backgrounds and none speak English as an additional language. The proportion of disabled pupils and those with special educational needs is average. Below-average numbers of pupils are known to be eligible for free school meals. More pupils than usual enter or leave the school after the usual entry points.

The school meets the current floor standards, whereby the government sets the minimum expectations for attainment and progress. Almost all staff have changed since the last inspection. A new Chair of the Governing Body took up her post in October 2011. The headteacher was appointed this term.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. Staff turbulence reduced pupils' progress last year. The headteacher has set out a strong vision for improvement, taken up by all staff, with impact already evident. The school is not more than satisfactory because teaching is not yet leading to consistently good achievement.
- Achievement is satisfactory. In 2011, attainment dipped, and underachievement was evident in Key Stage 1, especially in writing. Progress has now largely recovered and attainment in Year 6 is in line with expectation in all subjects and rising further, as pupils respond to settled teaching.
- Teaching has a satisfactory impact on learning. Recent improvements are closing gaps in achievement, but some inconsistency remains. Tasks are not always sufficiently distinctive to meet varying needs, especially in writing, and this means that progress varies. Teachers are sometimes too quick to supply answers without encouraging independent learning. The pace of lessons is sometimes too slow, limiting time for pupils' tasks.
- Pupils' behaviour and safety are satisfactory. Disruption to lessons is uncommon. A few pupils, parents and carers expressed concerns, but the inspector found that incidents are rare and are dealt with effectively. Parents and carers confirm that pupils feel safe. Pupils treat each other with respect, and most say they enjoy coming to school.
- Leaders and managers have prioritised the improvement of teaching and learning. Leaders' lesson observations link with systematic staff review, focused staff training, mentoring and coaching. This is already showing a positive impact in pupils' good progress this term. The curriculum is satisfactory overall. Literacy and numeracy are led well. However, responsibilities for other subjects are unclear. Consequently, they are not monitored sufficiently well to ensure thoroughness of coverage, or to ensure that pupils practise and extend writing skills right across the curriculum.

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Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By the end of the autumn term 2012, move the quality of teaching from satisfactory to at least good and accelerate pupils' progress, by
 - ensuring that the pace of lessons is consistently brisk and pupil activity is the main ingredient
 - fine-tuning planning to meet the needs of different groups of pupils more closely, especially in writing
 - developing teachers' questioning to extend learning more fully
 - ensuring that pupils are encouraged to find things out for themselves.
- Improve the leadership and management of the curriculum by ensuring that:
 - the good recent leadership of literacy and numeracy extends to the other subjects in the curriculum
 - sufficient depth of study is included in all the required curriculum subjects
 - all possible opportunities are taken to practise and extend writing skills through a range of other subjects.

Main report

Achievement of pupils

Most parents and carers feel their children are making good progress. Inspection evidence shows that progress and achievement are satisfactory although there is some good progress evident this term. From starting points that are in line with those expected for their age, pupils leave Year 6 with broadly average attainment.

Children in the Early Years Foundation Stage settle happily to work and play, choosing from an exciting range of activities inside and outside. These promote early development of children's spiritual, social, moral and cultural skills. Children make satisfactory progress overall, but better progress in mathematics. Consequently, attainment on entry to Year 1 is usually broadly average, best in mathematics. This is satisfactorily built upon to stronger attainment in this subject at the end of Key Stage 2, where more-able pupils attained particularly well. Pupils' enthusiasm for mathematics is underpinned by constant reinforcement of number facts in activities and displays throughout the school. Tasks in the Year 4/5/6 class are well matched to challenge each ability. This was demonstrated in a lesson where pupils multiplied and divided thousands, hundreds, tens and units using decimal points, which rapidly developed into tasks involving proportion and ratio, providing good challenge for more-able pupils.

Attainment in reading by the end of Year 2 is broadly average. Pupils can talk about their reading books and predict what might happen next with reference to the text. By the end of Year 6, attainment in reading is average and rising. By this age, pupils

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have good reading habits, and express clear preferences about different authors.

The school's focus on improving pupils' writing has been successful in raising attainment and progress since the setback in 2011; in particular, improvement in boys' writing has helped to narrow gaps in performance. Even so, some inconsistency in progress is evident. Year 1 pupils are beginning to use connecting words to join their sentences together, and boys were particularly inspired by the 'Pirates' theme. Year 2 and 3 pupils are still catching up lost ground and find extending their writing still challenging. In Years 4 to 6, pupils' writing shows good progress, especially in pupils' use of vocabulary and clear understanding of how ideas are developed and sustained, for example in some lively and imaginative writing about the Battle of Britain. Note-taking skills develop only steadily, because opportunities to develop writing skills over the rest of the curriculum, rather than just in literacy lessons, are too limited.

When pupils are given the chance, they enjoy thinking things through for themselves. They show willingness to learn and, for example, on occasions when the pace of lessons is slowed by long initial explanation by the teacher, they sit patiently waiting to move on to their individually tailored tasks. Disabled pupils and those with special educational needs make progress that is similar to other pupils. They are given additional help and guidance which, with their individual plans, enables them to work cooperatively and learn effectively alongside other pupils. Additional help and careful tracking of progress enables pupils who join the school after the usual entry points, and those pupils who are known to be eligible for free school meals, to make satisfactory progress.

Quality of teaching

All parents and carers responding to the questionnaire believe their children are taught well. Inspection findings indicate that teaching is satisfactory because it promotes no more than satisfactory achievement for all groups of pupils, although there is some evidence of good teaching and progress this term. Teaching in Reception and Year 1 provides children with a sound basis for reading and writing. Practical activities in mathematics and music are particularly successful in helping children enjoy their learning. Action to inspire boys to write independently is working well. For instance, children were captivated by the 'kidnapping' of a class toy by 'Captain Blackbeard', a fearsome pirate. They excitedly discussed where he may have taken their toy and wrote letters entreating him to return it.

Through the school, relationships are warm. Cooperation in groups is promoted well by adults and this encourages pupils' spiritual, moral, social and cultural development along with planned visits and visitors that fit in with classroom learning. A visit by Key Stage 2 pupils to a local air museum brought reality to their work on the Second World War. In upper Key Stage 1 and in Key Stage 2, questions are sometimes too narrow in scope, with answers too readily supplied by the teacher, so that pupils are not fully encouraged to find things out for themselves.

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Lessons have clear objectives, which are shared with pupils. However, planning is not yet sufficiently fine-tuned to promote consistently good progress. While parts of lessons move on at a brisk pace, there are other times when learning is slowed because the teacher takes too long to give out information or develop ideas. There are occasions when tasks are too general, especially in writing, so that all pupils in the class are working on the same activity, rather than work precisely matched to their differing abilities.

Pupils appreciate the comments made in their books, which suggest how they could improve their work. Pupils' targets for literacy and numeracy, recently introduced as a result of much improved checking systems on pupils' progress, explain clearly how pupils can move to the next level. This has underpinned an improvement in the proportion of good lessons, observed through the school's checking processes and in lessons observed during the inspection, but this has not yet had full impact on pupils' overall achievement.

Behaviour and safety of pupils

Pupils' satisfactory behaviour and engagement make for a safe and orderly environment in which to learn and attendance is high. While most parents and carers feel that their child is safe in school, and most pupils agree, a few feel that behaviour is not good, and that bullying is not dealt with effectively. A few pupils also indicate concerns about behaviour around the school, although they suggest that behaviour in lessons is fine.

Pupils are, typically, courteous and polite and say they feel safe. Those who discussed bullying with the inspector expressed few concerns about various types of bullying they have learned about, including through the use of information and communication technology or mobile telephones. While they say they occasionally 'fall out' with each other, this, they confirm, is usually short-lived. The school is a harmonious community and a sense of respect is generally evident. Records in school, and discussion with pupils, and inspector observations, suggest that there have been, in the recent past, rare incidents of poor behaviour, and these have been dealt with effectively. Pupils commented that any issue is usually dealt with by staff and this was evident during the inspection.

Leadership and management

The changes in staffing since the previous inspection have not been helpful in driving up standards. However, planning for improvement now incorporates clear action plans and timescales. The headteacher has an accurate view of the strengths and weaknesses of teaching. Strategies are working to pinpoint weaknesses quickly and to promote improvement, including coaching and mentoring activities. A robust system to track pupils' progress has been introduced, so that staff have a much clearer idea of each pupil's development. The main responsibilities are allocated effectively, and this is evident in the leadership of the Early Years Foundation Stage and the successful support for disabled pupils and those with special educational

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needs. It is early days, but the success already evident, in overall progress in Key Stage 1 and in boys' writing through the school, shows the school's clear capacity for further improvement.

The curriculum provides satisfactory breadth and balance overall. Apart from literacy and numeracy, most other subjects are grouped together. There is a lack of clarity regarding the leadership and management of these other subjects. The curriculum has not been checked sufficiently to ensure appropriate depth of study in the full range of subjects or that all opportunities to develop writing skills across the curriculum are planned for.

Pupils' spiritual, moral, social and cultural development is promoted satisfactorily. This is demonstrated, for instance, by the warm relationships in school and the social development afforded by the extra-curricular activities and visits that help to make school more enjoyable. Older pupils enthused about a recent residential adventure trip. This enhanced social skills, confidence and cultural understanding.

The school's inclusion of all its pupils in all it offers, and the equal progress evident for all groups, and the range of anti-discrimination policies that are implemented, demonstrates the school's satisfactory provision to secure equal opportunities and tackle discrimination.

The governing body supports and challenges leaders effectively, for example, by asking questions about pupils' rates of progress. A programme of regular visits to the school has been set up. Members have a clear understanding about their responsibility for safeguarding and arrangements to promote these are comprehensive and meet statutory requirements.

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Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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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.



23 March 2012

Dear Pupils

Inspection of Kelsey Primary School, Market Rasen, LN7 6EJ

Thank you for being so welcoming and friendly to me when I inspected your school recently, and for your responses to the questionnaire.

Your school provides you with a satisfactory education. You get on well together but a few of you have said that behaviour is not always as good as it should be. Your school has gone through changes of staff recently and your progress and standards dropped last year, but your headteacher has a good understanding about what needs to be done to make further improvements. Your school has made changes to help you and most of you are now doing better.

I looked very carefully at the work you are given. Much of this is helping you to learn well but there are some things for teachers to do to make lessons even better, such as:

- making sure that lessons move on quickly from class listening, to work that is just right for you, especially in writing
- making sure teachers' questions get the best out of you and give you more chances to find things out for yourselves
- giving you more chances to practise writing skills in a range of other subjects.

I have asked the headteacher to make sure these things happen, so that you can all achieve better. I have also asked the school's leaders to make sure all your subjects are managed well and each given enough importance.

Your headteacher, governing body and all the teachers are keen to help the school improve. You can help by listening carefully to your teacher all of the time, and telling the teacher if the work is too easy.

Thank you again for all your help and best wishes for the future.

Yours sincerely

Ruth McFarlane
Lead inspector

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