

Kelloe Primary School

Inspection report

Unique Reference Number	114081
Local Authority	Durham
Inspection number	357476
Inspection dates	22–23 March 2011
Reporting inspector	Graeme Clarke

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Mrs Carol Ayre
Headteacher	Mrs Carol Musztacs
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. They observed the work of six teachers in the school during short visits to parts of lessons and extended visits to nine lessons. They joined an assembly. They examined a variety of examples of pupils' written work. Inspectors held meetings with the chair of the governing body, teachers and a group of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans, records of pupils' progress and minutes of meetings. They analysed 43 questionnaires from parents and carers, 65 from pupils in Key Stage 2 and 15 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment and progress in Year 2 and Year 6 to see if improvements in recent years have been sustained.
- The school's use of its resources to help individual pupils at risk of underachievement, and its arrangements to improve the attainment and progress for all groups of pupils.
- How effectively the school works with parents and carers to reduce persistent absence and improve attendance.
- The success of the school's arrangements to ensure that all aspects of community cohesion are effectively promoted.

Information about the school

This village school is smaller than the average-sized primary school. An above average proportion of pupils is known to be eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is well above average, although fewer than average have a statement of special educational needs. Almost all pupils are of White British heritage and none are learning English as an additional language. Childcare provision before and after school is managed by the governing body. The school has gained the Investors in People award, Healthy School status, the Activemark, the Artsmark (silver), the intermediate International school award and the UNICEF Rights-Respecting School award.

Childcare provision in a Children's Centre on the same site was inspected separately: the report is available on the Ofsted website.

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?

2

The school's capacity for sustained improvement

2

Main findings

Kelloe Primary is a good school which is improving. Most aspects of its work are now good and some are outstanding. These include the assiduously-managed arrangements which safeguard the welfare of pupils who in turn feel and act with commendable regard for their own and others' safety. High-quality partnerships greatly enhance several aspects of pupils' learning and development. Pupils lead exceptionally healthy lifestyles as a result of healthy eating, great enthusiasm for physical activities, and a firm understanding of emotional health. The school's excellent approach to promoting community cohesion leads pupils to make an outstanding contribution to their school and local community.

The headteacher and staff work successfully with a common purpose to foster a welcoming ethos and promote the school's values of consideration, respect and support. Pupils generally behave well and so the school is calm and orderly. The school's work with families is successfully reducing persistent absence and improving punctuality although attendance remains low which does slow the progress of some pupils. Pupils develop maturity and confidence which, with their average basic skills, paves the way satisfactorily for their future.

Teaching is generally good with some very skilful teaching which leads to pupils' good learning and progress. However, teachers do not use assessment information consistently well to plan activities to suit pupils' abilities or when marking pupils' work to give pointers to help them improve. Pupils participate wholeheartedly and industriously in lessons and thoroughly enjoy learning. From below-average starting points, pupils of all abilities make good progress so that by the end of Year 6, their attainment fluctuates between average and above average. Pupils' writing skills have improved but their attainment in mathematics remains lower than in English.

The school's accurate self-evaluation provides a clear and useful agenda for improvement which has successfully tackled the issues from the last inspection and focuses precisely on the right priorities to raise attainment further. Improved teaching has led to good learning and good progress. The school has a good capacity for further improvement.

What does the school need to do to improve further?

- Consolidate arrangements to improve progress and raise attainment, especially in mathematics, by:
- – drawing on the expertise and successful methods used within the school to increase consistency in the quality and effectiveness of teaching

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- – ensuring teachers make effective use of assessment information to design activities that are carefully matched to pupils' abilities and are structured to strengthen their understanding
- – increasing the rigour of marking, and consistently providing pupils with pointers for improvement in mathematics as well as writing
- – enhancing partnerships with parents and carers in order to reduce absenteeism further.

Outcomes for individuals and groups of pupils**2**

Pupils demonstrate that they thoroughly enjoy school, feel safe, are healthy, well-behaved and learn a lot. They all value the way teachers support and help them. They are motivated to work industriously, for example quickly settling to their tasks and producing writing of good quality. Clear, legible handwriting skills and carefully laid out mathematical work characterise the way pupils present their work neatly. They happily take part in discussions and are keen to answer questions. They speak to adults and their classmates articulately and confidently when describing their work. Pupils' learning and achievement are good.

Children generally begin Nursery with skills and abilities lower or much lower than those expected for their age. Most now make good progress throughout the school. This includes boys, girls and those with special educational needs and/or disabilities but not those whose attendance is poor. Attainment levels at the end of Year 2 have risen rapidly over the past two years and are now broadly average. Good progress in Key Stage 2 has enabled pupils to catch up on previous weaknesses to attain broadly average levels overall and reach their challenging targets. However, attainment in mathematics is not as high as in English. Girls do particularly well overall and boys do as well as their counterparts nationally in English but not as well in mathematics.

Pupils are considerate, polite and courteous to others and respectful of property. They all feel entirely free from bullying and are very aware of the dangers of misusing mobile phones and social networking internet sites. Boys and girls take equally great pleasure in physical activities and sports activities both during and after school. Pupils' work, through an exceptionally effective school council and as volunteers around the school such as playground buddies, makes a major contribution to improving school life. They are rightly proud of the local mining heritage and help to make an excellent contribution to the lives of others in their village. Through their charitable work and Connecting Classrooms project they have a very strong understanding of cultures elsewhere both in Britain and overseas.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils' good learning and progress stems from teaching that is overall good. Where teaching is at its best, clear learning intentions are coupled with well-prepared and carefully structured activities designed to suit the different abilities of pupils in the class. Dramatic presentation, lively questioning and timely support from both teachers and teaching assistants evoke and sustain pupils' interest and lead them to work with commendable endeavour. In the best lessons, pupils' understanding is reinforced by effective reviews of their work towards the end of the session. In such lessons, pupils learn well, they work responsibly on their own or in pairs and contribute much to class and group discussion. At times inconsistencies in the use of assessment to aid learning slows progress. Lesson planning does not always take sufficient account of information about pupils' abilities to make activities entirely suitable for everyone. Occasionally, insufficient regard is given to structuring discussion at the end of the lesson to strengthen understanding so that all pupils are able to benefit. When marking pupils' written work, teachers always praise pupils' accomplishments, share the level attained and give useful pointers for improvement. However, although mathematics work is checked and mistakes corrected, it is rarely marked in the same useful way.

A considerable strength of the curriculum is in the way activities intriguingly promote many aspects of pupils' personal development. The whole school was captivated by the outstanding use of the traditional Punch and Judy show to help them appreciate and

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reflect upon issues of personal relationships and moral development in a hilarious way. By successfully exploiting its exceptionally effective partnerships, the school arranges visits, including residential visits to outdoor centres, visitors, work with business for understanding enterprise, and links with the church and other schools nearby and in Sri Lanka. Pupils enjoy participation in the breakfast club and the popular after-school clubs which offer a range of cultural and sporting activities. Together these make a strong contribution to extending pupils' spiritual, social and cultural development and a very strong sense of community. Well-managed, closely targeted activities lead to the good progress which pupils with special educational needs and /or disabilities make. Links between subjects are developing well and the school is working to give more opportunities for pupils to apply their writing and mathematical skills widely.

Considerate relationships and mutual respect prevail throughout this welcoming school. Careful analysis of pupils' performance picks out those at risk of underachievement and timely, well-focused support successfully improves their literacy and numeracy skills. Skilful teaching assistants make a vital contribution to improve these pupils' life chances through their effective support both in class and in small groups. Good arrangements successfully prepare pupils for moving into the Early Years Foundation Stage, through the school and on to secondary education. Good, effective procedures have markedly reduced persistent absence and improved punctuality. The school is continuing to work with a small number of families in order to improve attendance further.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders successfully promote a strong sense of purpose amongst staff who willingly work as a coherent team. Their commitment to improving the school is reflected in the successful way they have tackled all the issues raised at the last inspection. The governing body now has a clear role in seeing the work of the school at first hand, and is developing its part in strategic planning. Precise criteria for success enable school leaders and the governing body to measure and evaluate the impact of improvement plans. Leaders are ambitious to promote further improvement and recognise clearly where there is more to do.

Parents' and carers' effective partnership with the school means that they appreciate newsletters, meetings and family learning activities, and the guidance on how to support learning at home. Exceptionally useful partnerships with local agencies and organisations widen pupils' horizons and greatly enhance the quality of education in the school. Discrimination is avoided and equality of opportunity is good. Adroit management of

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vulnerable pupils and those with special educational needs and/or disabilities leads them to taking a full part in school life. The school ensures both boys and girls make good progress. Rigorous procedures check all adults who work with pupils and measures for safeguarding the welfare of pupils fully meet current guidelines. Meticulous records reflect the exemplary practice seen in the school. By extending aspects of safety and welfare into the curriculum the governing body ensures pupils act considerately and feel entirely safe. The school makes an excellent contribution to community cohesion by involving pupils in school and local activities and by extending their awareness of life in Britain and overseas.

These are the grades for leadership and management

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

Early Years Foundation Stage

Marked improvement since the last inspection shows the great majority of children now leave the Reception class having made good or, for some, outstanding progress from their skills on entry to reach or exceed the goals expected for their age. Progress in personal development is strongest but it is slower in knowledge and understanding of the world. Children settle quickly, follow routines and work and play well together. They are contented, confident and achieve well.

Skilled staff make effective use of the well-resourced and organised indoor and outdoor facilities. They ensure that children learn in a carefully managed way that blends activities that they choose for themselves with well-tailored adult-directed activities. Lively teaching, focused on developing basic skills, such as letters and sounds work, counting and calculating, together with a good balance of well-arranged activities, stimulates children's imagination and enjoyment. Adults make effective use of observations of children's learning to design activities that suit their abilities and to assess their progress accurately.

Adults plan effectively together as a coherent team in this well-led and managed unit. Highly-effective procedures safeguard the welfare of children. Improvement planning

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focuses on important priorities to increase children's progress but is less clear in specifying criteria for success. Parents and carers express a very high degree of satisfaction and leaders successfully enlist their support for helping their children to learn at home.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A lower-than-average proportion of parents and carers returned questionnaires. Almost all agree that their children enjoy school, that it keeps them safe, helps them have a healthy lifestyle and that they make good progress as a result of good teaching. The school helps parents and carers to support their child's learning and they are happy with their child's experience in school. The inspectors uphold these views. A few parents and carers wrote comments to voice personal concerns about bullying. Inspectors found that pupils have a very clear idea of the nature of different kinds of bullying. They told inspectors that bullying is rare, that they know how to report any incidents should they occur and that they are confident any incidents will be dealt with quickly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kelloe 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	65	14	33	0	0	1	2
The school keeps my child safe	26	60	15	35	2	5	0	0
My school informs me about my child's progress	20	47	20	47	3	7	0	0
My child is making enough progress at this school	22	51	18	42	2	5	1	2
The teaching is good at this school	26	60	14	33	1	2	1	2
The school helps me to support my child's learning	21	49	20	47	1	2	0	0
The school helps my child to have a healthy lifestyle	20	47	21	49	0	0	1	2
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)	20	47	15	35	2	5	1	2
The school meets my child's particular needs	21	49	20	47	1	2	0	0
The school deals effectively with unacceptable behaviour	17	40	17	40	1	2	5	12
The school takes account of my suggestions and concerns	19	44	16	37	5	12	1	2
The school is led and managed effectively	23	53	16	37	2	5	2	5
Overall, I am happy with my child's experience at this school	22	51	17	40	2	5	2	5

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



24 March 2011

Dear Pupils

Inspection of Kelloe Primary School, Durham, DH6 4PG

On behalf of my colleagues I write to say how much we really enjoyed our visit to inspect your school last week. I am pleased to tell you that your school gives you good education. Your headteacher and all the staff are very proud of you. You were very co-operative and helpful and we did enjoy talking with some of you. You are well-behaved and polite to others in lessons and around the school. Your school is warm and welcoming and organised very well. All the adults in the school look after you very well and that is why you feel safe and happy. You have an excellent understanding about how to keep yourselves fit and well. We were delighted that you value the friendships you make and the help you get and to see all the ways you take part in school activities and how much you contribute to school and village life.

You work hard and enjoy all the activities in school. Children in the Nursery and Reception year make good progress and you continue to make good progress throughout the school. Results in English and mathematics have improved in recent years and are close to the national averages. However, your attainment in mathematics is not quite as high as in English and so we have asked the school to find as many ways as possible to help you to do as well in mathematics. Those of you with special educational needs and/or disabilities all make good progress as a result of the good support you receive. When we looked at your books we liked the way your teachers tell you how well you are doing in your written work and we have asked them to help you in the same way with mathematics. Lastly, we have asked that the school works with some of your parents and carers to make sure that you all attend frequently. We think that some of you should make a special effort to come to school more often.

You have many opportunities at Kelloe Primary School to learn about life and these help you to prepare for your future lives. We hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector

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