

# Keelby Primary School

## Inspection report

---

<b>Unique reference number</b>	120456
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	380026
<b>Inspection dates</b>	14–15 June 2012
<b>Lead inspector</b>	Richard Marsden

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Briggs
<b>Headteacher</b>	Carol Walker
<b>Date of previous school inspection</b>	27 January 2009
<b>School address</b>	Manor Street Keelby Grimsby DN41 8EF
<b>Telephone number</b>	01469 560366
<b>Fax number</b>	01469 561283
<b>Email address</b>	<a href="mailto:enquiries@keelby.lincs.sch.uk">enquiries@keelby.lincs.sch.uk</a>

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	14–15 June 2012
<b>Inspection number</b>	380026



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Richard Marsden

Additional Inspector

Alan Brewerton

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 16 lessons taught by seven teachers. They spoke with parents and carers, and held meetings with pupils, staff and members of the governing body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work and examined safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and its development plans. They analysed the responses to questionnaires from 67 parents and carers, 16 staff and 90 pupils.

## Information about the school

The school is smaller than the average primary school. Most pupils are of White British heritage, with very few from minority ethnic heritages and, currently, none who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs is well above average.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. It holds Healthy Schools status.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not yet outstanding because pupils make good, but not outstanding, progress, limiting the numbers who reach standards significantly above the national average. Also, pupils' cultural development lacks breadth because pupils have little first-hand interaction with people from contrasting social backgrounds or ethnic heritages within the United Kingdom or abroad. It is highly regarded by parents and carers for the good quality of care and education it provides
- From starting points which vary from year to year, pupils make good, and, in some cases, outstanding, progress as they move up the school. By the end of Year 6, pupils' attainment is above average in English and mathematics.
- Good teaching captures pupils' interest and challenges them well. Teachers meet the learning needs of different groups successfully, although, in some lessons, planning of learning does not allow more-able pupils to progress to the higher levels. Teaching promotes literacy, numeracy and computer skills well across different subjects.
- Good behaviour and positive attitudes promote effective learning. Pupils feel well cared for as individuals, and relationships display mutual respect. Pupils and their parents and carers rightly feel that the school is a safe place where pupils do not fear bullying or harassment.
- The headteacher and staff have successfully managed school performance since the previous inspection. Provision for science has improved markedly, leading to faster progress and higher attainment. Leaders have ensured better teaching, and improvements in the monitoring and tracking of pupils' progress have led to higher standards in English and mathematics. School self-evaluation is accurate, and leaders and staff share a common vision to provide the best for all pupils.

**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

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

- Improve pupils' achievement by ensuring that by summer 2013:
  - planning of learning allows for a greater proportion of pupils to make outstanding progress in English and mathematics, whatever their starting points
  - the level of challenge to more-able pupils enables more of these pupils to attain standards significantly above the national average.
- Strengthen pupils' cultural awareness by, for example, creating opportunities for them to have first-hand interaction with their counterparts from contrasting circumstances within the United Kingdom or overseas.

## Main report

### Achievement of pupils

Pupils' starting points vary from year to year, but are usually broadly in line with age-related expectations. Children make good progress in the Reception class where they achieve well and reach levels generally above those expected for their age in language and numeracy. They are well prepared to move into Year 1. In Key Stage 1 progress continues to be good, including in English and mathematics. By the end of Year 6, pupils' attainment is above average in both subjects. Most parents and carers who returned questionnaires endorsed inspection findings that pupils achieve well throughout the school.

There are no significant variations in the achievement of boys and girls. The very few pupils from minority ethnic heritages make good progress. Disabled pupils and those who have special educational needs achieve well because they receive strong support in lessons or in small-group or individual activities with an adult nearby. Pupils known to be eligible for free school meals also achieve well.

In the best lessons observed, pupils responded well to lively and imaginative teaching. They enjoyed opportunities to tackle challenges in small groups or pairs and to do practical tasks, rather than having to listen to the teacher for too long. In the few less successful lessons teachers' expectations were not conveyed as clearly and the rate of progress was slower. Pupils sustain concentration well. Standards of reading in Years 2 and 6 are currently above average. The more-able pupils read fluently and with excellent expression, showing skills above those expected for their age. They talk enthusiastically about what they enjoy reading and why. Less-able pupils in these years also show a sound grasp of the principles of reading. They confidently showed inspectors how they have been taught to use 'sounding-out' techniques to tackle unfamiliar words.

### Quality of teaching

**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

The inspection found teaching to be good, an evaluation firmly endorsed by parents and carers who returned questionnaires, and by the pupils themselves. Teachers explain things clearly and question pupils effectively to check understanding. They reshape tasks and explanations to make sure that pupils learn at a good pace. Topics are related to real life and are chosen carefully to engage both boys and girls. In the Early Years Foundation Stage, games and role play enhance learning both indoors and out, and staff take every opportunity to develop pupils' speaking and observational skills. During the inspection children engaged enthusiastically with the 'farm' theme, which permeated all their activities in readiness for a forthcoming visit. In other classes, the theme of Ancient Greece and the Olympics was a vehicle for imaginative and exciting activities. In one science lesson, for example, pupils were thrilled to uncover 'ancient artefacts' in an 'archaeological dig' which teachers had prepared for them in the school grounds. In another lesson, the interest of both boys and girls was stimulated because ancient battles were used to help them exercise logical and mathematical thinking.

Teachers generally plan learning carefully to ensure that tasks are well matched to pupils' needs and enable them to make good progress. In some lessons, though, learning is less well planned and the more-able pupils, in particular, are not strongly challenged, and the sense of urgency which is noticeable in the best lessons is missing. This situation slows progress for some pupils.

Teachers' subject knowledge is good and they convey high expectations of pupils' behaviour and achievement. The school's methods for teaching reading and writing are used consistently by all teachers and have been successful in raising standards. Teachers promote English, mathematics and computer skills very effectively across different subjects. They mark pupils' work conscientiously and provide high-quality feedback, showing pupils clearly how well they are doing against their personal targets and how to improve. Pupils say they find these comments useful in helping them to make good progress. Homework is used well. The needs of disabled pupils and those with special educational needs are identified early. Their progress is meticulously tracked and they receive high-quality support from teachers and teaching assistants.

Pupils' spiritual, moral, social and cultural development is promoted well. Pupils have many opportunities for reflection and they make thoughtful and sensitive responses, showing courtesy and respect for the views of other people. They show a good understanding of multi-cultural society, but they do not have opportunities to interact at first hand with their counterparts from contrasting communities.

**Behaviour and safety of pupils**

Inspectors found that behaviour is good over time and that pupils feel safe and these evaluations were endorsed by parents and carers, and pupils themselves. 'There is an ethos that encourages children to strive for success. They are treated with respect and genuine affection from the start. New children are welcomed with open arms and soon settle.' This comment was typical of many that were written on the

**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

parental questionnaires. Where there have been behavioural issues related to individual pupils, the school has taken decisive and effective action. Positive attitudes to learning and good behaviour are the norm. These enable teachers to teach effectively and pupils to learn effectively. Pupils concentrate well on their work. They listen well to adults and to each other.

Pupils show a good understanding of how to keep themselves safe in various situations, including on the internet. They understand the different forms that bullying can take, and they and their parents and carers are confident that if such situations arise, they will be appropriately handled by staff.

Attendance is consistently above average. Pupils respond enthusiastically to opportunities to take on responsibility and serve their school and community. For example, older pupils work in the office, or serve as reading mentors for younger pupils, and they raise funds for charities. In the Reception class, children respond well to the warmth and encouragement shown by adults as they are introduced to the school's routines and high expectations. Throughout the school relationships show high levels of mutual respect.

The school gives good support to pupils whose circumstances have made them vulnerable. Inspectors saw telling evidence of ways in which the school's support has enabled such pupils to maintain high standards of attendance, behaviour and work, making good progress in line with that of their peers.

### **Leadership and management**

The school is led well. Areas for improvement arising from the previous inspection have been tackled effectively. Standards in science are much higher as a result of staff training and improved provision. Rigorous monitoring has made the quality of teaching more consistent. A sharp focus on improving the tracking of pupils' progress ensures that any who are falling behind can be identified swiftly and given appropriate support. Achievement has improved to become good from the impact of better teaching, and behaviour is consistently good – indicating the school's capacity to improve further.

The governing body is well informed and well organised. Its members are closely involved in the life of the school, monitoring its work carefully. Governors hold the school to account for its performance and are not afraid to ask searching questions and to challenge the headteacher, in order to secure the best for pupils. The school has good support from parents and carers. It engages them well in their children's education, keeping them well informed and offering ideas on how they can support their children's learning.

The curriculum is broad and balanced and meets the needs of pupils well. It promotes good progress and fosters pupils' spiritual, moral, social and cultural development effectively. The termly themes which underpin all lessons are particularly effective in generating interest and excitement in learning. Extra-

**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

curricular activities, which include music and competitive sport, are popular and well attended. Pupils enjoy a range of visits, including a residential visit to an outdoor pursuits centre where they enjoy adventurous and confidence-building activities.

Leaders take care to ensure that all pupils have equal opportunities. No pupil, regardless of background or need, is excluded from any activity, and there is no discrimination of any kind. Leaders are highly diligent in discharging their duties regarding child protection and the safeguarding of children. They keep these aspects under meticulous review to ensure that statutory requirements are met and that good practice prevails.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.

## 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.

**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.**



18 June 2012

Dear Pupils

### **Inspection of Keelby Primary School, Grimsby, DN41 8EF**

Thank you for the lovely welcome you gave us when we inspected your school. It was a great pleasure to meet you. We came to find out what your school does well and how it might be improved. We listened to your views as well as those of the adults, and a special 'thank you' to those who completed questionnaires. Your school is good, and your parents and carers are right to be pleased with it. These are the things that particularly impressed us.

- Teachers and other adults in school know you well. They look after you and keep you safe.
- You make good progress and by the end of Year 6, the standard of your work in English and mathematics is above average. You achieve well in science.
- Your behaviour is good. You are thoughtful and polite, and you get on well together.
- You enjoy your lessons very much and you concentrate well on your work. You particularly enjoy the different themes, such as the Greek theme which we saw during our visit.
- Your teachers mark your work regularly and show you clearly how well you are doing and how you can improve.
- You enjoy lots of out-of-school activities and visits.

To make your school even better, we have asked your teachers to help you make more rapid progress, and for more of you to aim for above-average standards in English and mathematics. We have also asked them to create opportunities for you have contact with children from places beyond Keelby so that you can learn from each other about how different people live.

It was a great pleasure to visit your school. You can all help to make it even better by continuing to behave well and doing your best.

Yours sincerely

Richard Marsden  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**