

Kelloe Primary School

Front Street, Kelloe, Durham, DH6 4G

Inspection dates 21–22 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Achievement requires improvement because standards achieved by Year 6 pupils in 2012 and 2013 were below average. The progress that pupils make across the school is not consistently good, especially in Key Stage 2.
- Teaching overtime has not been good enough to ensure that pupils make good progress, and so teaching requires improvement.
- There is a mismatch between teachers' good teaching skills and the shortfall in their confidence and knowledge about teaching how to link sounds and letters (phonics) and mathematics.
- Pupils are given too few chances to write at length in English and other subjects or to apply their skills in mathematics.
- Work is not always well planned to offer appropriate pace or challenge, or to meet the needs of all pupils.
- Some pupils' handwriting and the presentation of their work are untidy.
- The poor behaviour of a few pupils undermines the confidence of some staff and pupils.
- Attendance is below average.
- Senior and middle leaders are not skilled enough in analysing the quality of teaching to ensure that pupils are making good progress.
- New targets for teachers and leaders that require pupils to make good progress have not had time to have a positive impact.
- Governors have not ensured that there is a close match between rewards for leaders and teachers with pupils' achievement.

The school has the following strengths

- Teaching is improving and most teaching seen during the inspection was good.
- The attainment of most pupils currently in school is in line with the expectations for their age.
- The school is improving, for example, more pupils are attending more regularly and pupils' progress is speeding up.
- The school offers pupils highly effective care and many exciting opportunities to develop their spiritual, moral, social and cultural awareness.
- The headteacher has high expectations and a clear view of what constitutes good teaching. The school-improvement plan has appropriate areas for development and is focused on raising pupils' attainment.

Information about this inspection

- Inspectors held meetings with staff, groups of pupils and the Chair of the Governing Body. The inspectors also met with the school’s local authority education development partner.
- They looked at a range of evidence including: the school’s improvement plan; the school’s data relating to pupils’ progress; monitoring reports; the work in pupils’ books; and the school’s documentation relating to safeguarding.
- Inspectors observed teaching and learning in 13 lessons taught by six teachers and one session taught by the higher-level teaching assistant. They listened to groups of pupils in Years 1 and 2 read. In addition, the inspectors made a number of short visits to lessons.
- Inspectors conducted two joint observations of lessons with the headteacher. The inspectors also observed the headteacher reporting back to teachers on their findings regarding the quality of teaching, learning and pupils’ achievement in lessons.
- Too few parents had responded to the online questionnaire (Parent View) for their opinions to be published. However, inspectors spoke informally to parents to take their views about the school.
- Fifteen staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- All pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is well-above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The proportion of pupils supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- There is a breakfast club and lunchtime- and after-school clubs which are managed by the governing body.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' progress and attainment.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, to further raise standards and rates of pupils' progress, especially in Key Stage 2, by:
 - using data about pupils' attainment to plan work which is more closely matched to their individual skills and abilities and offers appropriate pace and challenge
 - offering pupils even more opportunities to apply their skills in real-life problem-solving activities in mathematics, and in writing imaginatively and at length in English and other subjects
 - developing the skills of teachers and teaching assistants so that there is a consistent, systematic approach to the teaching of how phonics
 - developing the skills and confidence of teachers in the teaching of mathematics
 - improving pupils' handwriting and the presentation of their work.
- Further improve the behaviour of those few pupils who find it difficult to behave well by:
 - consistently applying the school's strategies for managing pupils' behaviour
 - revisiting training for teachers and teaching assistants in how to manage challenging behaviour.
- Improve attendance by continuing to work closely with those children who find it difficult to attend regularly, and their families.
- Increase the impact that leaders at all levels, including the governing body, have on pupils' attainment and progress, by:
 - improving the skills of leaders in observing lessons so that they can all form an accurate view of the quality of teaching and its impact on pupils' learning and progress
 - ensuring that leaders and teachers meet the demanding targets for improving the attainment and progress of pupils which have recently become part of their performance-management targets, and that the governing body checks that this is the case.

Inspection judgements

The achievement of pupils

requires improvement

- Most children start school with skills that are well below those typically expected for their age. Children typically make good progress in the Early Years Foundation Stage and Key Stage 1 and by the end of Year 2 achieve standards that are slightly below average for their age. However, attainment in reading in the past two years has been below average. Too few pupils attain standards that are above those expected for their age.
- Standards at the end of Year 6 were below average in 2012 and 2013. These were cohorts with an extremely high proportion of pupils with special educational needs in 2012 and a group of pupils with poor behaviour and attitudes in 2013.
- In 2012, pupils made good progress in Key Stage 2 in writing and mathematics. In 2013, pupils made the progress expected of them in writing and mathematics. In both 2012 and 2013, pupils in Year 6 had not made the progress expected of them in reading.
- The school has had very few higher-attaining pupils in recent years and too few pupils attain standards that are above those expected for their age in English and mathematics. However, in 2012, the most-able pupils had above average attainment and made excellent progress in English and good progress in mathematics. Currently, they do not make better progress than that expected of them because teachers do not always set work that is challenging enough.
- Pupils currently in Key Stage 2 have attainment which is broadly in line with national expectations as a result of the good progress they made in earlier years. While some good teaching is helping to increase the rates at which they make progress, teaching is not yet strong enough to ensure that progress is consistently good in Key Stage 2.
- In 2012, at the end of Year 6, the attainment of those pupils known to be eligible for the pupil premium was higher than other pupils in the school in English and in line with other pupils in mathematics. In 2013, those pupils who were known to be eligible for free school meals were one year behind other pupils in school in reading and writing and one term behind in mathematics.
- While the gap between these pupils and others has been wide at the end of Key Stage 1, it was much narrower in 2013 as a result of the school's clear expectation that all pupils can achieve well. Indeed, the school is committed to the well-being of all groups of pupils and has a clear desire to promote equal opportunities and tackle discrimination. However, this desire has not yet ensured that all pupils make rapid and sustained progress and attain the highest standards.
- The progress of pupils with special educational needs requires improvement because not enough of this group of pupils make good progress in reading.
- In reading, while all pupils now make the progress expected of them, there is a lack of a clear understanding of the most recent strategies for teaching how to link sounds and letters to help pupils read words they are not used to. A drive to help pupils enjoy books and read more in school and at home is beginning to improve pupils' reading skills but has not yet had a full impact on increasing their progress to a good rate.

The quality of teaching

requires improvement

- Teaching is improving and so much teaching is now good. However, teaching over time has not enabled pupils to make consistently good progress in Key Stage 2. It is not yet strong enough or inspiring enough. The pace of learning is sometimes too slow and work not well-matched to the learning needs of individual pupils. Work is often too hard for some and too easy for others.
- In mathematics lessons in Key Stage 2, for example, pupils either found the work too difficult or not challenging enough. While the teachers skilfully changed the work as the lessons went on, the original planning reflected a lack of a clear use of information about pupils' skills and abilities to ensure that work had appropriate pace and challenge for all pupils.
- Some teachers lack confidence and expertise in teaching mathematics, and the curriculum offers

too few opportunities for pupils to practise their mathematics skills in real-life problem-solving activities. For example, while some pupils have developed skills in using information technology programmes to solve problems in mathematics, not all pupils have had this experience.

- Teachers make lessons interesting and they use exciting topics and strategies including games and drama exercises to engage pupils. They question pupils well, encouraging them to think for themselves and develop their ideas. This was evident in English lessons where teachers enthused pupils and offered clear advice on how to develop their writing skills. As a result pupils made good progress in creating diary extracts about the *Titanic* and in designing leaflets about their visit to Segedunum Roman fort.
- Pupils do not write at length often enough to make consistently good progress. This is especially true of some of the least-able pupils in Key Stage 1 who have too few opportunities to develop their early writing skills. Allied to this, some pupils have poor handwriting skills and the presentation of their work is untidy.
- Pupils' work is regularly marked and teachers give clear advice about how to improve their work. Pupils know the level of their work, although they are less clear about how their targets help them to reach the next level.
- Although teachers and teaching assistants are skilful in teaching reading according to their understanding of what constitutes good teaching, they have not been adequately trained in the most successful approaches to the teaching of phonics and there is not a systematic approach to the teaching of phonics across school.

The behaviour and safety of pupils requires improvement

- Teachers and pupils say that behaviour has improved rapidly this term as a result of a review of policies and the application of strategies designed to help teachers to manage behaviour and encourage pupils to behave well. There are clear expectations and a system of rewards and sanctions which have helped pupils have a clear understanding of how to behave well. As a result most pupils in most classes behave well and there is good behaviour around school.
- However, these practices are not yet consistently applied across school and some teachers, teaching assistants and pupils are concerned that there are a few pupils who continue to find it difficult to behave well or respond appropriately to all adults. There can be some distractions when the pace of learning drops in their lessons and occasionally this disrupts learning for all pupils. As a result behaviour requires improvement.
- The school's belief that all pupils are deserving members of the school community has helped many pupils to improve their behaviour and to contribute to the life of the school. For example, pupils worked hard to plan and raise funds to build a skate park for school and community use.
- Pupils feel safe and are aware of different forms of bullying, including name-calling and cyber-bullying. They are very clear that incidents of bullying have decreased and are increasingly rare. When it does happen they are confident that it will be quickly dealt with by adults.
- All pupils have been involved in agreeing the school's new rules and the pupil council has helped develop the playground and the assault course. They develop social skills well in the well-organised and safe breakfast, lunchtime and after-school clubs and through responsibilities they have around school, such as buying new books.
- The school's involvement in the Rights Respecting School agenda has helped develop pupils' awareness and tolerance of others both in school and across the world, for example, through their links with a school in Sri Lanka. As a result there have been no permanent exclusions in recent years. The school has used fixed-term exclusions when necessary, but these are few in number.
- As a result of robust initiatives introduced by the school to encourage pupils to attend regularly and on time, attendance has improved rapidly and the number of pupils who are persistently absent has decreased. However, while attendance this term is average, it is typically below average as some families still do not recognise the benefits of their children attending regularly.

The leadership and management requires improvement

- The headteacher has high aspirations and expectations for her staff and pupils, although in the past two years this has not been reflected in pupils' attainment. She has great expertise in using data to measure pupils' progress and recognises clearly that achievement requires improvement. She clearly understands what constitutes good teaching and offers clear advice about how teaching can be improved. This has helped teachers to improve their skills, although they are not yet strong enough to ensure pupils make faster progress and have higher attainment.
- Other leaders are less skilled in analysing the quality of teaching and the impact it has on pupils' learning and progress. As a result there is too little teaching that is inspiring or outstanding across school. There has been insufficient training to help teachers gain a clear understanding of how to teach phonics, or to develop their skills in teaching mathematics.
- While the current school improvement is clearly focused on the key areas of raising attainment and improving teaching and has appropriate priorities to reach these goals, leaders are over-optimistic about the strengths of the teaching, behaviour and leadership and management. Criteria by which leaders can know how successful they have been are easily measurable but they not yet rigorous enough in terms of how much progress pupils are expected to make.
- Likewise, targets for teachers and leaders as part of their performance management have only recently become rigorous enough to ensure that pupils make good progress. While staff are now clear that they will only be rewarded by moving up the pay scale when their pupils have done as well as they should have done, this has not always been the case.
- Funding to support the learning of those pupils who are known to be eligible for the pupil premium has been used to offer greater support to develop their basic skills and to broaden their experiences of cultural activities. While the gap between these pupils and other pupils remains wide at the end of Year 6, there is evidence that it is now beginning to close more rapidly for younger pupils.
- The new primary school sports funding has been used effectively to develop competitive sports, new sports such as hockey and the broadening of the school curriculum to include dance, which is very well taught by a teacher from the local school sport partnership. These are contributing well to pupils' physical development and well-being.
- The curriculum includes many enrichment activities which pupils enjoy and, at its best, helps them to see how subjects link together. It helps support their spiritual, moral, social and cultural development, including a deep interest in local history and geography and knowledge of other faiths and cultures. It fosters an enjoyment of art, drama and music.
- The local authority supports the school and has been engaged in helping the school to improve teachers' marking. While this has been successful, its analysis of the school's effectiveness has mirrored the school's own view and been over optimistic.
- **The governance of the school:**
 - The governing body offers strong support to the school and governors are regularly involved in school activities. They have been eager to improve their expertise and their understanding of how well the school is performing. Accordingly, they have introduced systems to monitor the curriculum and teaching. However, they remain over reliant on the headteacher's view of the school's effectiveness, including pupils' achievement and the quality of teaching. In the past, performance management for school leaders has not been closely related to pupils' progress and attainment. As a result teaching and achievement require improvement.
 - Governors receive clear information about how the new primary school sports funding and pupil premium funding are allocated and are knowledgeable about their impact. They ensure that the school fulfils its statutory responsibilities for safeguarding. All staff have been vetted and are trained appropriately to keep pupils safe and free from harm. The budget is well managed and has been successfully used to improve the school environment and increase staffing levels.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114081
Local authority	Durham
Inspection number	426000

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	160
Appropriate authority	The governing body
Chair	Carol Ayre
Headteacher	Carol Musztacs
Date of previous school inspection	22 March 2011
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