

Kellington Primary School

Roall Lane, Kellington, Goole, East Yorkshire, DN14 0NY

Inspection dates 26–27 November 2013

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

Summary of key findings for parents and pupils

This is a good school.

- The very large majority of pupils achieves well. Good proportions of pupils make expected progress and more than expected progress and these are increasing. This is the result of consistently good teaching and the high expectations staff have that every pupil, whatever their circumstances, reaches their potential.
- The school is effective in ensuring that pupils are well-prepared for the next stage of education.
- Teaching is consistently good from Nursery Year through to Year 6. A key strength of teaching is in its thorough planning of lessons. Mixed year groups in each classroom and the wide range of ability are catered for effectively.
- Assessment of pupils' progress is thorough and teachers know pupils' attainment levels in reading, writing and mathematics. Teachers are also clear on what pupils need to achieve next and over time.
- Pupils enjoy school because their work is interesting and relevant to their experiences. They appreciate their learning and honour the school's values. Behaviour is good and pupils feel safe, respect staff and each other.
- Leaders and governors have raised the school's expectations and have made improvements which have strengthened teaching and raised pupils' achievement.
- Both the ambition for the school and the drive for improvement are strong. Further improvement benefits from an effective leadership team and a united staff that sustain the school's improvement.

It is not yet an outstanding school because

- The most-able pupils do not always reach their full potential in reading, writing and mathematics.
- Teachers do not always ensure that all pupils become adept at working in pairs and teams. Less-able pupils do not consistently have opportunities to take charge of their own learning.
- Pupils have few opportunities to gain first-hand experience of different cultures in Britain.

Information about this inspection

- The inspector visited five lessons and observed four of the school's five teachers. The headteacher joined the inspector in observing two lessons.
- Meetings were held with senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspector spoke to pupils and heard a selection of Year 1 and Year 2 pupils reading.
- A sample of pupils' work in writing and mathematics was checked.
- The school documentation scrutinised included data on pupils' attainment and progress, the school development plan, policies and procedures for safeguarding pupils and the school's own evaluation of its work.
- The inspector took account of the views of 19 parents who completed Ofsted's on-line questionnaire (Parent View).
- The headteacher was appointed in September 2012.

Inspection team

Alan Lemon, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of pupils supported through school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils supported through pupil premium funding is below 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 school meets the government's current floor standards which sets the expected minimum standards for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve progress and increase the proportion of teaching which is outstanding by:
 - ensuring That in all lessons the most-able pupils are fully challenged and reach the high levels of attainment of which they are capable in reading, writing and mathematics
 - checking how effectively all pupils' learning benefits from working in pairs and teams during lessons.
- Plan a range of opportunities for pupils to visit, meet and work with pupils and others from different cultures and holding different religious beliefs from their own.

Inspection judgements

The achievement of pupils is good

- Over the past year throughout the school the rate of pupils' progress has increased and is rapid as new, ambitious and effective leadership has had a positive impact on the work of the school.
- Most children start Nursery with a level of development which is well below that expected for their age. Over their time in the Early Years Foundation Stage they make good progress. Attainment remains below what is expected by the end of Reception Year but is rising especially in reading, writing, physical development and personal, social and emotional development.
- At the end of Year 2 attainment in reading, writing and mathematics reflects pupils' low starting points and has been below average in successive years. However, most pupils make expected or better progress from their individual starting points.
- The small numbers of pupils sitting tests at the end of Year 6 each year account for a fluctuating pattern of attainment as pupils leave school. Data and inspection findings support good progress from pupils' individual starting points. Currently, attainment is broadly average in reading, writing and mathematics.
- Teachers use assessment effectively to set pupils challenging targets and this leads to pupils in every classroom making good progress. Effective teaching is raising achievement and this reflects the school's effective promotion of equality of opportunity.
- Pupils enjoy reading and attach importance to knowing how to read and understanding what they have read. Improved teaching of letters and their sounds is accelerating the youngest pupils, including the least-able, who have developed their ability to tackle unfamiliar words. They confidently combine the letters and the sounds they make. Many read regularly in school and at home by themselves and with parents. The most-able pupils do well in reading and read with a high degree of fluency and expressiveness, dealing very effectively with expressions like 'brrr' and 'whoosh' describing a winter scene.
- Writing figures prominently in much of the work done in subjects. Boys and girls readily put pen to paper, listing and noting ideas as well as writing extended descriptions, accounts and stories. Younger pupils do not always have the experiences to write imaginatively but by the later years of Key Stage 2, most pupils use a good variety of language to write persuasively, for example.
- The teaching of mathematics is effective and from the outset, many pupils learn mathematics systematically and achieve a firm grasp of number. In Years 1 and 2, the most-able pupils are at an early stage of applying multiplication skills to solve problems while others, the least-able in particular, made good progress by making up sets of five objects, counting sets and the number of objects in them, thus seeing the link between four sets of five and the total of twenty.
- The more-able pupils are not consistently challenged and although they make good progress overall and while there is an increase in the numbers reaching higher levels this is not yet consistent throughout the school, especially in writing and mathematics when pupils have to apply their skills.
- The impact of boosting reading stands out especially in the good progress made by disabled pupils and those with special educational needs. Effective and well-planned additional programmes ensure that these pupils make good progress from their individual starting points.
- The achievement of pupils supported through the pupil premium has improved significantly. Pupils known to be eligible for free school meals were a full National Curriculum level behind other pupils in reading, writing and mathematics in 2011. This gap was halved in 2012 and in 2013 pupils known to be eligible for free school meals were ahead of other pupils in writing and mathematics and close to them in reading. They make good progress.

The quality of teaching is good

- The headteacher has raised teachers' expectations and leads a concerted and successful effort to improve teaching. Teachers and their assistants are highly motivated and skilled in promoting

learning and good achievement. In every class pupils learn effectively and make good progress.

- In the Early Years Foundation Stage the priority is on ensuring that children learn systematically through all their activities. The sharp focus on children learning literacy and numeracy skills prepares them well for the challenges of Key Stage 1. When playing or being taught, children are confident to read, count and talk about their work. The ready supply of pencils and paper means children are keen to draw and practise forming letters, writing words and numbers.
- In Key Stages 1 and 2, teachers plan lessons with precise objectives. Teachers take care to check with pupils what has been achieved at the end of the lesson and use this to inform future activities. Pupils' work is carefully marked and their progress accurately recorded.
- Most pupils' work is set at different levels, reflecting their different abilities, ages and what they have already learnt. As a result, most find tasks match their needs, although this is not always as effective for the most-able pupils as it is for others. Sometimes, their work is not sufficiently challenging to ensure that they learn at a brisk pace.
- While questioning is frequent and often effective in challenging nearly all pupils, occasionally it is not pitched high enough in lessons to stretch the most-able. These pupils are now beginning to be well-supported to achieve highly in Super Learner groups. Here, activities enable pupils to apply their knowledge and skills in new ways, such as a competition to design a school library.
- English and mathematics are taught expertly. Teachers have raised the standards of reading and writing, particularly over the past year, by learning and applying a variety of new approaches to tackle the difficulties many pupils experience in acquiring literacy.
- Teaching is mostly well-paced and lively. Lessons get off to a quick start and engage pupils' interest right away. Regular opportunities to work in pairs and teams help enliven lessons. Teachers are developing this approach to good effect although some pupils' skills in working in teams are still at an early stage and pace slows as pupils work out how to co-operate effectively on a task. However, given the opportunity, pairs of pupils in Year 5 and Year 6 confidently debated a topic in front of the class as a starter for planning a persuasive writing exercise.

The behaviour and safety of pupils are good

- Pupils enjoy school because the relationships they have with each other and with staff are friendly and supportive. The very large majority of pupils comes to school regularly and is punctual. Pupils enjoy their work and play. Their attitudes to learning are good. They tackle lesson tasks with purpose and make good efforts to completing work and doing it well.
- Behaviour in lessons and around the school is good. Staff manage behaviour effectively. The school's rules are understood well by pupils and they are applied consistently by staff. This ensures that pupils have little difficulty in meeting expectations. When it is pointed out pupils have broken a rule they respond positively and readily put things right. This contributes significantly to the calm, friendly atmosphere in the school.
- Leaders and staff actively develop positive values for pupils and teach them right from wrong. An important part of what pupils learn through much of their work and activities relates directly to their good spiritual, moral, social and cultural development. They learn about the different cultures and beliefs found in Britain and topics take them to different parts of the world. Nursery and Reception children experienced some features of Diwali celebrations and some drew Rangoli patterns. However, pupils at this school do not have enough opportunities to experience other British cultures at first hand.
- Pupils feel safe and are confident to seek help when they need it. A boy pushed by another during play in the nursery knew immediately to tell an adult who dealt with the incident, thus reinforcing good behaviour at the earliest stage.
- Pupils treat each other with respect and there are very few incidents of bullying. Pupils have a good awareness of the different forms of bullying and the types of risks to their safety. Anti-bullying week and teaching on the risks associated with the Internet and social media ensure that pupils are well equipped to stay safe.

The leadership and management are good

- The headteacher's strong leadership gives the school a clear direction on raising standards. She provides effective support for staff resulting in improvements in pupils' achievement and the quality of teaching. The local authority has been a source of good support while the headteacher has settled into the school.
- Since her appointment the headteacher has had enormous impact on increasing the pace of change and moving the school forward. She has worked expertly making a top-to-bottom review of strengths and weaknesses and this has led to essential improvements.
- Boosting the school management team is a notable change which has been brought about by making good appointments in the past year and developing effective leadership roles for the small staff group. Currently, leaders, governors and staff form a cohesive team resolutely pursuing pertinent priorities reflecting a strong capacity to sustain improvement.
- Teaching and pupils' progress are kept under constant check. Rigorous evaluation of strengths and weaknesses is achieved through careful cross-checking for consistency between teaching, the data on pupils' progress and from scrutiny of their workbooks. The school has identified the need to check closely on the progress of the more-able pupils and put in place additional support, although as yet this is not fully effective across the school.
- Monitoring of the quality of teaching is expert and accurate. Only a few minor concerns are not yet fully resolved.
- Information from checking teaching and pupils' progress is used effectively in school development planning and the management of teachers' performance. Actions are robust and sharply focused on improvement. Teachers are clear that their targets are linked to pupils' progress.
- Pupils' views are actively sought and have influenced the shape of the curriculum. It has been substantially changed and offers topics that interest pupils. Provision for literacy and numeracy across the school has been strengthened and this is effective in raising standards. The extra money coming to the school through the Physical Education and Sports Grant is being spent on widening the range of sports on offer and making available a range of opportunities to capture the interest of most pupils. The grant is also extending the development of staff expertise in new games and creating sporting links with other schools.
- **The governance of the school:**
 - New governors coming on board in the past year have added more experience and expertise to the fulfilment of all their responsibilities. The school's arrangements for safeguarding pupils are kept under constant review and meet requirements. Governors have a good knowledge of the school's work through careful scrutiny of leaders' reports and their own visits to the school to follow up lines of enquiry. Recently they checked the opportunities pupils had to write in subjects in addition to English, as this has been an improvement priority. One governor takes the lead on overseeing and reporting on the standard of pupils' work. The data on pupils' attainment and progress is ably analysed through the year, checking teachers are on track to achieve the challenging targets set and that pupil premium money is having the intended impact. The headteacher's reports and the local authority's reviews keep governors up to date on the quality of teaching and they examine proposals for teachers' salary advancement in the light of reports.

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	121462
Local authority	North Yorkshire
Inspection number	430904

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	119
Appropriate authority	The governing body
Chair	Jean Wilson
Headteacher	Kathy Thompson
Date of previous school inspection	13 March 2012
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