

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566 857
Direct F 01695 729320
Direct email:
jkinsman@cfbt.com



16 January 2014

Mrs Carol Musztacs
Headteacher
Kelloe Primary School
Front Street
Kelloe
Durham
DH6 4PG

Dear Mrs Musztacs

Requires improvement: monitoring inspection visit to Kelloe Primary School, Durham

Following my visit to your school on 15 January 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Bring forward plans for all teachers and middle leaders to see outstanding teaching and leadership in other schools.

Evidence

During the visit I met with you, the deputy headteacher, three middle managers, a group of governors and an Education Development Partner from the local authority. We observed two part-lessons together, talked to pupils and looked at pupils' books and teachers' lesson planning. I also scrutinised documents including the improvement plan, middle leader's records of their monitoring of teachers' planning and a scrutiny of pupils' books. I also reviewed your reports on lessons observed since the inspection.

Context

Since the inspection an additional teaching assistant has been employed to support literacy and numeracy interventions and those pupils with a statement of special educational needs. Two additional lunchtime assistants have also been employed.

Main findings

You quickly galvanised staff and governors to share your ambition for Kelloe to be a good school by the end of the summer term 2014. Together, with good support from local authority Education Development Service staff you have all taken urgent action to improve all aspects identified as weaknesses in the inspection. Detailed action plans involving staff and governors were quickly implemented and regular checking of progress has already identified the emerging successes. For example, training of all staff and close working with the education welfare service has had a positive impact on both the reduction of incidents of poor behaviour and an increase in the attendance rates to average.

Staff training and monitoring activities by you and middle managers on the quality of teachers' planning, marking and feedback to pupils has ensured a much more consistent approach to teachers' planning and delivery of lessons. Observations by you and those we observed together show and increasing proportion is good. Teachers' better-use of the assessment information they have about pupils' progress in lessons is ensuring tasks provided help move pupils on from their different starting points more quickly. This is evident in the lessons we observed and in pupils' work books. One reason why pupils are making faster progress in lessons is the way that teachers constantly check whether pupils are finding anything too difficult and then putting instant interventions into place or extra work immediately following the lesson to help them understand better what is being taught. This means pupils are maintaining a steady rate of improvement. Plans are in place for teachers to observe outstanding phonics teaching, alongside the good practice you have already being sharing amongst your own staff in school. However all teachers and leaders need the opportunity to see outstanding teaching in order to learn from others and to build this into their own work as a matter of urgency.

The inspection reported that governors needed better information to check how well pupils were achieving in class. By their first meeting in November 2013 they had much more detailed information about the performance of each child, class and group. This, they say, has helped them to ask much more searching questions of you about how well pupils are doing towards their targets and check the actions you are taking to improve the school rapidly. This is clearly evident in governor meeting records and in discussion with them.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection. I will revisit the school early in the summer term to check quality of teaching and the progress pupils are making and to consider the timing of the next inspection.

External support

Effective support from local authority staff is helping to drive improvement quickly. For example high quality training from the maths adviser to the subject leader is making a positive difference to leadership of the subject. This is also underpinning improvements in the quality of teaching, marking and feedback to pupils and importantly, to pupils' progress and achievements in lessons.

I am copying this letter to the Chair of the Governing Body and the Director of Children's and Adult Services for Durham.

Yours sincerely

Margaret Farrow

Her Majesty's Inspector