

Kelloe Primary School

Front Street, Kelloe, Durham, DH6 4PG

Inspection dates 11–12 March 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities make good progress and achieve well.
- Teaching is good. Standards are rising because learning is well planned and pupils are well supported to succeed with activities that are well matched to their needs.
- Teaching assistants are well trained to help pupils of all abilities to become successful learners.
- Children get off to a good start in the Nursery. They are well-cared for and feel confident in the early years classrooms.
- Pupils' good behaviour makes this a warm and welcoming school. Pupils enjoy learning together and treat each other with kindness and consideration.
- Excellent pastoral care ensures that pupils feel safe and secure in school, including those who have significant special needs. Pupils say that staff take great care of them. Parents agree that their children are well-cared for.
- The well-planned curriculum gives pupils plenty of opportunity to find out about the world around them. It fosters pupils' spiritual, moral, social and cultural development very well. Pupils learn the importance of being tolerant of each other's views and beliefs and have a clear understanding of the need to follow rules in modern British society.
- The headteacher has given a very good lead to improving the school since the previous inspection. Her vision to get the best for every child is well supported by all staff and governors. As a result, teaching and achievement have improved.
- Middle leaders take a good lead in improving standards in their subjects.
- Governors are well informed about teaching and learning in the school and play a full part in its continuing improvement.

It is not yet an outstanding school because

- Disadvantaged pupils who are supported by the pupil premium funding do not attend as well as others. They do not reach the same standards in reading by the end of Year 6.
- Opportunities for learning in the early years do not make the best use of space indoors and out or efficient use of learning resources to ensure that children learn as fast they might when working and playing without adult support.

Information about this inspection

- The inspector observed lessons or parts of lessons, three of which were observed jointly with the headteacher and senior staff.
- The inspector held discussions with members of the governing body, senior and middle leaders, staff and pupils.
- The inspector observed the school at work and looked at a range of documentation, including that relating to the school's safeguarding policies and procedures, information about pupils' progress and attainment, the school's evaluation of its own performance and the school development plan.
- The inspector examined pupils' work on display and in their exercise books and listened to pupils read.
- The inspector took account of 12 responses to the online questionnaire, Parent View, and of the 14 questionnaires returned by staff.

Inspection team

Moira Fitzpatrick, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is high compared to the national figure. The pupil premium is additional government funding to provide support for pupils known to be eligible for free school meals and pupils looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is high compared to the national average.
- The vast majority of pupils are of White British heritage and no pupils speak English as an additional language.
- Early years provision is full time.
- The school met the government's current floor standards in 2014. These are the minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- The school has experienced some staffing turbulence in the early years since the previous inspection. This has now stabilised.

What does the school need to do to improve further?

- Rapidly improve the reading skills of disadvantaged pupils who are supported by pupil premium funding so that their skills match those of their peers at the end of Year 6 by:
 - setting targets to ensure that all of these pupils join Year 3 having reached the minimum standard expected by the end of Year 2
 - monitoring their progress towards these targets more closely in Reception and Years 1 and 2 and taking action when their learning slows
 - providing regular and effective support so that these pupils rapidly catch up with their peers over each half term
 - rigorously monitor the attendance of these pupils to ensure they are in school on time and often enough to benefit from regular teaching of early reading skills.
- Improve provision for children in the Nursery and Reception classes so that they make even faster progress when learning without adult support by:
 - reviewing the use of space in the Nursery and Reception classes to reduce duplication of activities and make better use of learning equipment
 - developing provision for learning outdoors so that this can be easily accessed by children and effectively supervised by adults.

Inspection judgements

The leadership and management are good

- The headteacher's vision for a good school, where all groups of pupil achieve well, has been realised through her determined drive for improvement, supported by the deputy headteacher and all staff and governors. The quality of teaching has improved and so too has pupils' achievement.
- Robust systems to track pupils' progress have been introduced by the headteacher. These are well understood and used by staff to set pupils' progress targets. Regular progress meetings with senior staff ensure any pupil at risk of falling behind is quickly spotted and supported to improve.
- The role of middle leaders has developed well since the previous inspection. They now play a full part in leading improvement and increase the scope of their role by taking on additional responsibilities, such as teaching links with local universities. They have a good understanding of what is working well in the school and what needs to improve further to move the school to outstanding. Staff feel well supported and valued. Morale is high and team work is excellent.
- Teachers' performance is well managed. The school makes effective use of staff expertise to raise the quality of teaching. Good practice is shared and leaders provide support and training to ensure that staff meet their performance targets. There is a clear link, which is fully understood by governors, between teachers' performance and their salary progression.
- A rich, well-planned curriculum fosters pupils' interests and talents well, and develops a genuine love of learning. Staff make good use of visits and visitors to extend the experience of children in this small village school. Pupils' involvement in the community is strong, as is their understanding of their local heritage. This, and the school's link with a school in Sri Lanka, is skilfully used to develop pupils' understanding of difference and similarities between people, and gives them an understanding of the need for tolerance and respect in modern British society. These systems, together with the school's strong promotion of good relationships between staff and pupils, and its strong stand on any form of discrimination, ensure that equality is well promoted.
- The primary school physical education and sport funding is used well to promote active lifestyles and physical well-being by encouraging pupils to take part in a wide range of after-school activities and inter-school competitive games. Increased uptake of after-school clubs contributes to the growing involvement of pupils in physical activities.
- The pupil premium funding is used well to support disadvantaged pupils. Their progress is carefully monitored and support is in place to improve their attendance. However, they are not as fully supported to close the gap in reading with other pupils as they might be.
- The school's arrangements for safeguarding pupils meet requirements and are effective.
- The local authority has made a strong contribution to the school's good development since the previous inspection. The impact of this support on the quality of middle leadership and the quality of teaching has been significant.
- **The governance of the school:**
 - Governors are well informed about the school's performance from their regular monitoring of its work. They show a good understanding of what needs to improve further because they have a better understanding of school performance data and the quality of teaching. Governors have supported good improvements to teaching by holding teachers to account for the progress their pupils make, only rewarding those who meet their targets. They withhold salary progression for those who do not.
 - Governors are aware of the performance of pupils in receipt of pupil premium funding, how the funds are spent and what needs to be done further to close the gap between these pupils and others in the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils learn much about the need for tolerance of different beliefs and ways of life. This helps them to develop good relationships and to understand the needs of others. They play together well outdoors and share games with each other without fuss because they know that sharing is an important part of growing up.
- Behaviour is very well managed by staff who are alert to pupils' needs. Any incidents of misbehaviour by pupils with behavioural difficulties are dealt with quickly to reduce possible disruption to the learning of others. Outstanding pastoral care ensures that all pupils, including the most vulnerable, feel safe and

secure in the warm, harmonious atmosphere of the school. School records show that good behaviour is typical over time and that there have been no exclusions in the current year.

- Pupils' enjoyment of learning and their determination to do well ensures that time is well used in lessons. In a number of classes, pupils show excellent attitudes to learning because it is fast paced and challenging. In all lessons, pupils move smoothly from one activity to another because they know the routines that help them to learn, and that their teachers have high expectations of how hard they will work.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are taught well to assess risks to their well-being. They understand the potential dangers of the internet and social media, and how to respond in order to stay safe. Older pupils have produced good displays of these risks and how to deal with them, so that parents and other pupils are regularly reminded to be vigilant.
- Pupils are taught to think about their own behaviour and that of others, so that they recognise bullying if it does occur. Pupils say that there is little bullying in the school, but that sometimes people 'lose it' in the playground, which they know is not bullying. They have a mature and sensible view of the behaviour of others because the headteacher leads by example in encouraging pupils to consider the reasons for different kinds of behaviour before mistakenly naming it as bullying.
- Staff quickly spot any slowing in pupils' learning or changes in their mood and move alongside to discover what the problem is. This makes pupils feel very safe in this happy school where all pupils are known and feel valued.

The quality of teaching

is good

- Teaching is good and continues to improve well. Senior staff share the most effective strategies with all staff, and they have a clear plan for checks in lessons to see which pupils may need extra help to master new learning.
- Pupils make good progress in the acquisition of early reading skills. Teachers plan work which matches pupils' needs so that they quickly learn the sounds that letters make (phonics) and then move on to joining these to form words that they recognise and can pronounce. During the inspection, Reception children worked at a good pace and were well prepared by practising 'sounding out' to write single words, labels or simple sentences without adult help.
- Pupils' work is checked well by teachers and teaching assistants during lessons, with a note made of which pupils need further support with any part of their learning. They then work alongside these pupils to make sure they make the same good progress as others in the lesson. If there are any who need extra support to consolidate their understanding, this is given in short sessions at lunchtime. The impact of this strategy is seen in the good progress made by pupils who have special educational needs.
- Teachers' marking has a good impact on how fast pupils' work improves. Examination of pupils' books shows that they respond well to teachers' suggestions and further challenges, and that the quality of their work improves well as a consequence.
- Mathematics is popular with pupils and they do well in this subject. Explanations and demonstrations of method are clear and precise. Tasks are designed to be at the right starting point for pupils' ability. Teachers and teaching assistants check pupils' thinking and share their good ideas so that all learn quickly. For example, Year 6 pupils made excellent progress in their calculations and construction of pie charts and thoroughly enjoyed their tasks because of these features of teaching.
- Writing is taught well. Work in pupils' books shows that writing is successfully promoted in topic work as well as in English lessons so that pupils apply and reinforce their writing skills for different purposes across the curriculum. Good questioning helps pupils to structure and develop their ideas for writing on a wide range of topics. In a Years 4 and 5 English lesson, pupils were able to write rough drafts of their ideas and decide for themselves how to describe the character and explain events.
- Teaching assistants are well trained for their roles in supporting pupils with specific, and in some cases, severe learning difficulties. They work well with teachers to plan learning and support so that these pupils also make good progress and feel equally well-cared for and valued.

The achievement of pupils

is good

- The performance of Year 6 pupils in English and mathematics was at the national average in 2014. This

represents a significant improvement on previous results and marks the school's recovery from a dip in performance in 2012. Pupils currently in Year 6 are on target to reach similar standards, securing a pattern of rising attainment at the end of Key Stage 2.

- Pupils' progress by the end of Year 6 was in line with national averages in 2014 both for those making expected progress and those exceeding expected progress in writing and mathematics. Progress in reading was below average for disadvantaged pupils at both the expected and more than expected levels.
- Pupils make good progress from their starting points so that, by the end of Year 2, most pupils reach standards in line with the national average in reading, writing and mathematics.
- The percentage of pupils who reached the expected standard in phonics (letters and the sounds they make) at the end of Year 1 in 2014 was similar to the national average. Those pupils who do not reach the expected standard by the end of Year 1 are well supported until they catch up.
- Reading skills are now developing well across the school because regular reading opportunities help pupils to accelerate at their own rate. Older pupils are enthusiastic readers who enjoy sharing favourite books, and who confidently use their reading skills to research topic work as well as reading for pleasure. The progress of disadvantaged pupils, however, is slower than that of other groups, especially in Reception and Key Stage 1.
- Pupils' progress in mathematics is increasing rapidly in the current year. New approaches have captured pupils' enthusiasm for problem solving and for sharing the methods they use with each other. In all classes, pupils work accurately and with good levels of confidence. Many pupils of all ages say that mathematics is their favourite subject.
- Pupils' frequent opportunities for writing, including writing to children in schools in Sri Lanka, and writing in topic work, are improving standards across the school. From Year 1, pupils are able to write about stories they know and express their ideas simply. By Year 6, pupils write with confidence and create some very individual pieces of writing on a wide range of topics.
- Disabled pupils and those who have special educational needs are very well supported to make good progress. Effective programmes of support help many of these pupils to reach the level expected for their age. Where pupils have significant barriers to their learning, one-to-one support ensures they make good progress from their starting points and experience a good measure of success in their learning.
- The most-able pupils are well challenged to reach the higher levels of attainment in reading, writing and mathematics by working at a higher level than their classmates. In national tests in 2014, this group of pupils performed above the most able nationally in reading, writing and mathematics.
- Disadvantaged pupils make good progress in mathematics and writing and their attainment in these subjects equals that of their peers in school. Their progress in reading is not as good as other pupils by the end of Year 6 because not enough of them reach the expected level by the end of Year 2. In Year 6 in 2014, the attainment of disadvantaged pupils in reading was more than one term behind others in the school. The attainment of these pupils was around one term behind other pupils nationally in mathematics and writing, and three terms behind them in reading. Pupil premium funds are being used well to support pupils' learning in different ways, but the school acknowledges it can do more to accelerate the reading skills of these pupils in Reception and in Years 1 and 2.

The early years provision

is good

- Most children join Nursery with skills and experiences that are below what are typical for their age. All children make good progress from their starting points, especially in developing the confidence to learn by finding out things for themselves. The proportion achieving a good level of development by the start of Year 1 is increasing and in 2014 was slightly above the national average.
- Leadership is good and ensures that children are safe and feel secure in the setting. Warm, positive relationships are developed and Nursery children settle very quickly into good routines which helps to accelerate their learning. There are thorough systems to assess risks and keep children safe and secure so that they are able to explore the learning environment safely.
- Teaching is good overall. In Reception, there is now a different approach to the direct teaching of early reading skills from that experienced previously by children now in older year groups. This has a very positive impact on improving children's reading skills, particularly where these are weak. For example, children practise their reading more frequently and have more individual support from teaching assistants and volunteers. As a result, children are now being better prepared for Year 1.
- The learning environment is planned to provide interesting experiences for children in Nursery and Reception, but there is sometimes unnecessary duplication of activities. This prevents space for the development of more challenging activities for children who are ready for them. Outdoor learning is

hampered by lack of space and direct access to the outdoor play areas. This means that children are not able to move outdoors to learn until the teacher takes the whole group out together, which reduces the opportunities for and enjoyment of learning for children.

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	453847

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	110
Appropriate authority	The governing body
Chair	Carol Ayre
Headteacher	Carol Musztacs
Date of previous school inspection	21 October 2013
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