

Inspection of Ketton Church of England Primary School

Ketton C of E Primary School, High Street, Ketton, Stamford, Lincolnshire PE9 3TE

Inspection dates: 7 and 8 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy attending Ketton Church of England Primary School. They say that it is a caring school. Pupils feel safe and happy at school. They say that bullying rarely happens. If it does, they know staff would deal with any concerns well. Pupils behave well in lessons. They say that teachers are fair when dealing with conduct issues. There are positive relationships between pupils and staff.

Leaders are ambitious for what pupils can achieve, including those with special educational needs and/or disabilities (SEND). Staff support pupils' well-being. Pupils appreciate this. They know they can go to the 'den' and get help from staff if needed. Staff in Reception provide a safe and secure environment for the children to learn in. The school promotes its values of 'forgiveness, honesty, kindness and unselfishness' well. For example, pupils discussed how to be 'unselfish' in class worship. They then reflected on how they could show this value through their actions.

Pupils enjoy taking part in a variety of clubs. For example, they can go to football, netball, mindfulness club and drama club. Many pupils take up these opportunities. Year 6 pupils enjoy being 'reading buddies' for younger pupils.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum for all pupils, including those with SEND. Curriculum plans start from the early years. This ensures that pupils build on what they have already learned. The curriculum for each subject is well sequenced. Curriculum plans detail the key knowledge and vocabulary leaders want pupils to learn. This means that teachers know what to teach and when.

Teachers have high expectations of pupils. They have good subject knowledge. In most subjects, teachers present information well. They use questioning and assessment to check pupils' understanding and to address any misconceptions. In mathematics lessons, pupils are confident in solving problems. They can explain what they have learned well. Staff in Reception use well-planned activities to develop the children's number skills. This means pupils achieve very well in mathematics.

Leaders' work on developing pupils' writing skills is of a high quality. Daily handwriting and grammar sessions ensure that pupils develop their writing well. Teachers give precise feedback so that pupils are clear about what they need to improve. Pupils have many opportunities for extended writing and to develop their vocabulary. As a result, they achieve extremely well in writing.

Teachers use retrieval activities well at the start of lessons in most subjects. This helps pupils to recall what they have learned. Pupils also use knowledge organisers and 'working walls' to help them remember key knowledge. In some subjects, some

teachers do not always use activities that are well matched to the curriculum aims. This means that some pupils do not learn as well as they could in these subjects.

Leaders have adopted a well-planned phonics scheme. All staff have received phonics training. The daily phonics sessions are well taught. Regular assessments identify any pupils that fall behind. These pupils receive daily interventions. This means that pupils develop their phonics knowledge well and become confident and fluent readers. Daily story time helps pupils to develop a love of reading. Teachers use the class reading books well to develop pupils' comprehension and writing skills.

Leaders identify the needs of pupils with SEND well. Teachers understand the barriers to learning that pupils with SEND may have. They adapt their teaching and use learning aids to support pupils. Teaching assistants provide effective support for pupils when needed. This means that pupils with SEND follow the same curriculum as other pupils, and achieve well.

Children in Reception benefit from a well-planned curriculum. They enjoy the learning activities set out for them. Staff use opportunities well to develop pupils' vocabulary and writing. This prepares them well for key stage 1.

Leaders have high expectations of how pupils should behave. Pupils say that lessons are rarely interrupted by poor behaviour. At break and lunchtime, some pupils do not always behave well. They say that sometimes there is 'rough play'. Some pupils say that other pupils do not always respond well to instructions from staff to stop this.

There is a well-planned curriculum in place for pupils' personal development. For example, pupils learn about healthy eating and the importance of exercise. A recent 'RE day' helped pupils to develop their understanding of different religions and cultures. They know to be respectful to others.

Staff say that they are proud to work at the school. Leaders consider staff's workload and well-being. Staff feel well supported by leaders. Governors know the school well. They provide effective support and challenge. The trust provides good support and training for staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of safeguarding in the school. Staff are well trained and know how to report any concerns they may have. They receive regular safeguarding updates. Leaders keep accurate safeguarding records. The actions they take show that leaders are quick to act if there are any issues. Leaders ensure that pupils get the help they need. They involve other agencies when needed.

Pupils learn how to keep themselves safe online and in the community. They know who they can speak to in school if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not behave well at break or lunchtimes. They do not always play well or safely with each other. Leaders should ensure that pupils' behaviour at break and lunchtimes is as good as it is in lessons.
- Some teachers do not always precisely match learning activities to the curriculum in some subjects. This means that some pupils do not always learn as well as they could. Leaders should ensure that teachers are clear about the intentions of learning activities, and that they match the aims of the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141453
Local authority	Rutland Council
Inspection number	10254795
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	Board of trustees
Chair of trust	James Saunders
Headteacher	Glenn Fraser
Website	www.ketton-school.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined The Rutland Learning Trust in October 2014.
- The school does not use any alternative provision.
- This is a Church of England primary school. It was last inspected under section 48 of the Education Act 2005 in June 2022. The next inspection will be within eight years of that last inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Deep dives were carried out in the following subjects: early reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- Inspectors reviewed a range of documentation relating to safeguarding, the school's self-evaluation, the curriculum, attendance, behaviour and governance.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- Inspectors held meetings with the headteacher and other leaders in school.
- The lead inspector met with representatives of the trust.
- The lead inspector met with members of the local governing body.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023