

Inspection of a good school: Kelling CE Primary School

Salthouse Road, Kelling, Norfolk NR25 7ED

Inspection date:

4 May 2023

Outcome

Kelling CE Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel part of a thriving community. This is because federation leaders and staff work together to create opportunities for pupils to socialise together, learn interesting knowledge and take part in sporting events. Pupils appreciate each other and their teachers.

Pupils feel safe and happy. They make good friends and have lots of fun at school. Bullying is very rare. Pupils know that if anything were to happen, the adults would swiftly sort it out. Their teachers are caring and knowledgeable. They model kindness and respect. As a result, lessons are calm and purposeful. Pupils enjoy learning about the wider world and its past.

In addition to sporting events, pupils can take part in school productions hosted in the local village. The federation's 'Founding Day', celebrated every year, brings the community together and helps pupils to develop a sense of pride. Pupils take on a range of responsibilities in the school, such as helping during daily worship.

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

Leaders are continuously improving the curriculum. They have planned the knowledge, skills and vocabulary that pupils need to learn in a logical order. Leaders have steadily brought together exemplary planning and useful resources for teachers to use. This helps to reduce teacher workload and means that curriculum development can build on past successes.

Teachers are well trained and committed to teaching the curriculum as it is planned. Teachers diligently help pupils to understand new knowledge. They choose tasks that help pupils to recall and apply what they have been taught. Teachers regularly check how much of the curriculum pupils have learned. They quickly spot pupils' misconceptions. Teachers' approach has a positive impact on pupils' learning. Pupils enjoy learning and

applying their knowledge in more complex ways. For example, in history, pupils can compare the lives of historical figures, such as Ann Frank, with their own lives. Occasionally, the work that teachers set for pupils does not provide enough practice. This limits, for some pupils, their opportunities to develop further or more complex understanding.

The early reading curriculum helps all pupils to swiftly learn to read. Pupils begin their reading lessons as soon as they join the school. Teachers are experts. Their use of familiar routines helps pupils to focus. As a result, pupils are increasingly confident readers. Leaders have accurately identified and provided support for pupils who need to catch up. Pupils' reading books match the sounds they learn. Pupils enjoy being read to by their teachers.

Children in Reception settle rapidly into their classroom routines. Children behave, work and play well together. They have opportunities to use their new knowledge in well-planned learning activities, such as by using what they had learned about telling the time to write numbers on a clockface in the outdoor learning area. Leaders routinely adapt the curriculum so that it prepares children well for Year 1.

Leaders are knowledgeable about special educational needs and/or disabilities (SEND). They provide training, support and guidance so that staff know how to support pupils. For example, they identify small targets that would help pupils to improve their spelling and guide staff to understand how they can help pupils to apply this to their writing tasks. Leaders take swift action to secure additional support for pupils with SEND, including from external experts.

Warm relationships between staff and pupils provide the foundations of a positive school culture. All pupils behave well and value their teachers. They listen carefully to, and follow, teachers' instructions. Leaders and teachers have high expectations of pupils' behaviour. If pupils struggle to meet these expectations, leaders will seek to understand pupils' difficulties, using this information to provide additional bespoke support.

Pupils learn about the ways that people differ, such as in their beliefs. They also learn about tolerance and respect. Pupils know about right and wrong, and how this applies to their everyday experiences and the rule of law. Pupils learn how to take care of their own health and well-being, including how to have healthy relationships.

Governors know the school and its community well. They are proud of what leaders have achieved. They, and leaders, regularly seek feedback from parents and teachers. Parents appreciate the way that leaders provide additional support to meet their children's needs and they are impressed with the new reading curriculum. Leaders are currently looking at ways to increase pupils' opportunities to take on responsibilities and attend clubs. Pupil and staff well-being is a high priority.

Safeguarding

The arrangements for safeguarding are effective.

Staff's knowledge about safeguarding is regularly refreshed through training, conversations and staff meetings. Leaders and staff know the signs that pupils might be at risk of harm. Leaders keep detailed safeguarding records. Their employment checks of staff are thorough. If concerns arise, leaders are proactive in securing timely support for pupils and their families.

Pupils are taught how to keep themselves safe, including when they are online. They know they can go to an adult if they have a worry.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, the work that teachers set for pupils lacks sufficient practice. This limits some pupils' opportunities to fully develop their knowledge and understanding. Leaders should ensure teachers provide additional practice opportunities for pupils who need it.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

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	138796
Local authority	Norfolk
Inspection number	10268662
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair of governing body	John Burrows
Headteacher	Tom Snowdon
Website	www.kelling.norfolk.sch.uk
Date of previous inspection	12 December 2017, under section 8 of the Education Act 2005

Information about this school

- This is a smaller-than-average sized school.
- The school is part of the Pilgrim Federation.
- The school does not use alternative provision.
- The headteacher joined the school in September 2021.
- As the school is designated as having a religious character, it is required to be inspected under section 48 of the Education Act 2005. The last section 48 inspection of this school was in July 2016. The school was judged to be good. The next inspection will be within eight years.

Information about this inspection

- 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.
- The lead inspector met with the headteacher, deputy headteacher and governors.

- The lead inspector had telephone conversations with a representative of the local authority and a representative of the Diocese of Norwich.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with the curriculum leader, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils reading to a familiar adult.
- To evaluate the school's safeguarding procedures, the lead inspector met with the headteacher and governors. The lead inspector reviewed the school's records of safeguarding concerns and the school's register of staff and regular visitors. Inspectors also spoke with staff and pupils.
- The lead inspector considered 10 responses made by parents to Ofsted Parent View, of which seven included free-text responses. The lead inspector also considered 11 responses to Ofsted's staff survey and 15 responses to Ofsted's pupil survey. Inspectors spoke with pupil groups, met with parents at the school gates and met with teachers and support staff.

Inspection team

Hannah Stoten, lead inspector

His Majesty's Inspector

Lorraine Ratcliffe

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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