



Keelby Primary School

Inspection Report

Unique Reference Number 120456
LEA LINCOLNSHIRE LEA
Inspection number 280818
Inspection dates 18 January 2006 to 19 January 2006
Reporting inspector Mr. Glynn Storer LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Manor Street
School category	Community		DN41 8EF
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01469560366
Number on roll	157	Fax number	01469561283
Appropriate authority	The governing body	Chair of governors	Mrs. Maria Johnson
Date of previous inspection	11 October 1999	Headteacher	Mr. Nigel Bishop

Age group 4 to 11	Inspection dates 18 January 2006 - 19 January 2006	Inspection number 280818
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small primary school serves the rural community of Keelby and surrounding villages, near Grimsby. Most pupils are from White British families. Virtually all others are from White or mixed heritage backgrounds and all speak English as their main language. The proportion of pupils entitled to free school meals is low. Most children enter school with knowledge and skills that are average for their age. The proportion of pupils with learning difficulties or disabilities is below average, although the number with statements of special educational need is higher than that in other schools of this size.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Keelby Primary School views itself as a satisfactory but improving school and inspectors agree. Children receive a good start to their education in the reception class. As they move through the school, almost all pupils make the progress that they should and many reach above average standards. Pupils' personal development is good. There is a happy atmosphere in the school. Most pupils are eager to do well and work with enthusiasm and interest. They are well behaved and the positive relationship they have with adults is a strength of the school. Pupils' spiritual, moral, social and cultural development is good overall, although more could be done to improve spiritual development, because the school does not meet the statutory requirement to provide a daily act of worship for all pupils. Teaching and learning are satisfactory, and help pupils to achieve standards that are satisfactory or better in all aspects of their development. However, teachers do not use assessment information effectively in all subjects when planning for pupils with different capabilities. The curriculum is satisfactory, although a good range of additional activities and special events bring learning to life, promote enjoyment and encourage pupils to become confident learners. Standards of care are good but there is scope to improve further the target setting arrangements and the guidance provided for pupils on how to improve their work. Since he has been at Keelby, the headteacher has skilfully transformed the school and is always looking to make further improvements. He is well supported by senior colleagues and the whole staff are a committed team. Governors discharge their duties satisfactorily but they are not yet sufficiently involved in checking the school's work. Improvement since the last inspection has been good. The school has a good capacity for making continuous improvement and provides satisfactory value for money.

What the school should do to improve further

- Improve teachers' use of assessment information in planning work for pupils with different capabilities in subjects other than English and mathematics.
- Improve pupils' understanding of what they need to do in order to attain higher standards in their work.
- Give governors a more prominent role in monitoring standards and quality, so that they are better able to hold the school to account for what it achieves.
- Ensure that all pupils take part in a daily act of worship.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory overall. When children start in the reception class, they have broadly average skills. Most children achieve well in the Foundation Stage and, by the time they leave the reception class, they are working at levels that are above average, which reflect the good quality of the teaching. Standards in Years 1 and 2 have been above average in recent years and in the most recent tests for seven-year-olds, a good proportion of the pupils exceeded the nationally expected standard. Standards attained by pupils at the end of Year 6 improved significantly in

2005 and were also higher than those in many schools nationally. Standards rose because teachers worked hard to improve their teaching of writing and problem solving skills and raised their expectations of the school's more able pupils. The work of pupils currently in Years 2 and 6 indicates that they too are attaining above average standards and that recent improvements are being maintained. Almost all pupils in Years 1 to 6 are achieving satisfactory standards in relation to their prior attainment and are meeting the overall targets. Pupils with learning difficulties or disabilities receive effective support and achieve well.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. The school promotes pupils' spiritual, moral, social and cultural development effectively. The last inspection found pupils' spiritual and cultural development to be unsatisfactory. Whilst pupils' learning in these areas has improved considerably, the school has yet to ensure that it provides a daily act of worship for all pupils. Pupils' social and moral development is strong. Pupils say that they enjoy school, and this is reflected in their good attendance. They behave well, and show consideration towards others. One pupil said 'Everyone's polite and nice'. Pupils feel safe and are confident that there is an adult to talk to if they are worried. They report that bullying is rare, but particularly value the 'telling box' for posting notes of concern. Pupils work and play safely, for example, when moving equipment sensibly for physical education. They also make healthy choices, including walking to school and participating in sporting activities. They make particularly good progress in developing the personal qualities that will enable them to contribute effectively to the community and the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, although in the reception class they are good. Teachers in reception plan thoroughly. The very good range of practical activities and play that they provide challenge children to learn and meet their individual needs effectively. In Years 1 to 6, teaching is more variable, ranging from satisfactory to outstanding. In all classes, relationships between teachers and pupils are good. Because they trust their teachers, pupils feel confident to try out new things. As one pupil commented, 'It doesn't matter if I get it wrong, I'll just keep trying till I get it right.' Teachers set high standards for pupils' behaviour and response. Consequently, pupils work well together, listening carefully to each others' contributions and building on their ideas. These positive attitudes improve pupils' learning. Teachers work in effective partnership with teaching assistants to support pupils with learning difficulties or disabilities. In the best lessons, teaching is exciting. Lessons are challenging, fun and tasks are extremely well matched to pupils' prior attainments. For example, in a problem solving lesson in Year 3, pupils of all abilities were motivated to succeed by engaging

activities, which really made them think. However, in subjects other than English and mathematics, teachers do not routinely use assessment information to plan for pupils with different capabilities. When all pupils receive the same work, tasks, which are too easy for some yet too difficult for others, do not promote pupils' progress effectively. Teachers' marking is encouraging but does not tell pupils enough about how they can improve their work.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum that is enriched well by additional activities. Since the last inspection, improvements to planning have ensured that provision for information and communication technology and religious education now meet requirements. The school provides well for pupils who have special needs, and parents report that they appreciate the detailed education plans that these pupils have. There is also a well-placed focus on developing the provision for more able pupils. Pupils are educated soundly about the importance of healthy living, for example in the 'Walk on Wednesday' initiative, and they receive clear guidance about how to be safe. They have a range of ways in which they can contribute to the community, including making decisions about outdoor equipment and supporting charities. The opportunities for enrichment are good. These include a wide range of after school clubs, an annual residential visit and strong effective links with a farm where pupils benefit from first-hand learning and gain insights into the world of work.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. All staff have a high level of commitment to the safety and well-being of the pupils. Risk assessments are very carefully attended to. Child protection arrangements are clear and thoroughly understood by the well-trained staff. In this very safe and supportive setting, pupils are reaching progressively more challenging targets in their learning. Learners with special needs are identified early and effective arrangements are put in place to support them. The school works well with parents and other agencies to ensure that learners receive good support. The setting of personal targets for pupils is at an early stage of development. There is evidence of emerging good practice in English, but this has yet to be embedded throughout school and extended to other subjects. Teachers reassure and praise pupils when they mark their work and sometimes indicate what they need to do next in order to improve. However, whilst annual reports to parents give some indication of what pupils need to learn next in English, mathematics and science, on-going guidance to pupils does not always ensure that they have a clear understanding of the next step in their learning.

Leadership and management

Grade: 2

Leadership and management are good. In the two years that he has been at the school, the headteacher has won the confidence of parents, teachers and governors. Under his leadership the school has improved in many respects, including raising standards and improving the progress that pupils make. He has established a shared vision and a strong sense of purpose. He has successfully developed leadership at all levels and as a result, there is good staff morale and an enthusiasm for continuous improvement. The headteacher receives good support from recently appointed senior staff. They are encouraged to show initiative and are given the time and resources to do a good job. However, their work is on-going and has yet to impact fully on standards and quality. Subject leaders are firmly focused on the need to raise standards and work hard to ensure that all pupils make the progress they should, by identifying where further work is needed and by working with teachers to make improvements. The school has thorough systems for checking standards and quality. Its self-evaluation is incisive and leads to well-considered plans for improvement. The work of the governors in this respect is satisfactory. They bring a wealth of professional experience that enables them to support aspects of the school's work effectively. However, governors do not gather enough first-hand information about the school's work to hold the school to account for what it achieves. The school currently provides satisfactory value for money but, given the good quality of leadership and management and the willing participation of all staff, the school is well placed to make continuing improvements.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You may remember that we, the inspectors, visited your school a little while ago. Thank you for making our visit so enjoyable and for taking the time to talk to us and to answer our questions. We thought that you would like to hear our findings. There are many good things happening in your school. - Almost all of you make the progress that you should in English, mathematics and science and overall standards are improving in the junior classes. - You tell us that you enjoy school because teachers, visitors and special events make learning interesting. - You get on really well with one another. - You say that you enjoy the many after school clubs and activities. - We are pleased to hear that your teachers and other adults help you when you have problems and make sure that you are safe. - Mr Bishop, the staff, governors and pupils work hard to make the school a better place. There are some things that could be even better. - We have asked teachers to use what they know about you to plan work that is just right for the different groups in the class. - We have also asked them to make sure that you all know exactly what you need to do in order to improve your work. - We have asked the school governors to check more regularly on how well you are doing. - We have asked Mr Bishop to make sure that you all have the opportunity to take part in a daily act of worship. We hope that you will all continue to work hard and do well.