



Kellington Primary School

Inspection Report

Unique Reference Number 121462
LEA North Yorkshire
Inspection number 281021
Inspection dates 8 February 2006 to 9 February 2006
Reporting inspector Mrs Linda Murphy CfBT Lead Inspector

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

Type of school	Primary	School address	Roall Lane
School category	Community		Kellington
Age range of pupils	3 to 11		Goole, East Yorkshire DN14 ONY
Gender of pupils	Mixed	Telephone number	01977 661127
Number on roll	133	Fax number	01977 661127
Appropriate authority	The governing body	Chair of governors	Mr K Gaines
Date of previous inspection	29 November 1999	Headteacher	Mrs Penny Percival

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

The school serves a mixture of council built and private housing in the semi-rural community of Kellington and neighbouring villages. The majority of the pupils are of white British heritage. Other main heritages represented are White-Asian and Travellers. All are English speaking. The proportion of pupils with learning difficulties and/or disabilities and those entitled to free school meals is below average. Pupils' attainment on entry to the school is well below average. For significant periods since 1999 the school has had an acting headteacher. In November 2004 a new headteacher was appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. Standards are broadly average and rising. Pupils' achievement is satisfactory. Pupils in the Foundation Stage make good headway. Although standards in the Reception year are below the levels typically expected for their ages this represents good progress from pupils' starting points. After a period of considerable instability in staffing and a serious dip in standards between inspections, the school is improving year on year. The quality of teaching and learning is satisfactory with some important strengths. A relative weakness is the inconsistency in challenge for the higher attainers. The curriculum is satisfactory and well supported through visits and visitors which bring the subjects alive. The school has the full confidence of parents. It is a happy, friendly community where all pupils have the opportunity to contribute positively to the life of the school. Pupils' personal development and the underpinning, care, guidance and support are satisfactory overall with some good aspects. They are let down by below average attendance. Leadership and management are satisfactory. The recently appointed headteacher has made a good start in implementing a clear vision for improvement. Subject leadership in some subjects other than English, mathematics and science is not yet sufficiently focused on standards. The school has addressed the particular areas for improvement since the last inspection and has the capacity to continue to improve. The school's self-evaluation is at times too generous because it does not always link what it provides directly to what pupils achieve. Value for money is satisfactory.

What the school should do to improve further

- Use information from assessment to set targets for all pupils in English and mathematics and to ensure a good level of challenge for the higher attainers.
- Improve pupils' attendance.
- Develop subject leadership in subjects other than English, mathematics and science with a focus on raising standards.

Achievement and standards

Grade: 3

Pupils start school with standards well below those expected for their age. They achieve well because of the varied and practical curriculum and the quality of the teaching and learning, which is at least satisfactory and sometimes good. Although pupils make good progress, standards in the Reception class are still below those expected nationally because of the pupils' low starting point. Standards have improved at Year 2 and Year 6 since 2003. At that time the schools national tests at Year 6 were exceptionally low and progress was inadequate. Clear leadership, a stable staff and the quality of teaching are ensuring that standards rise year on year. Most pupils are on track to meet the challenging targets set for them, but In 2005 too few pupils attained high levels. Determined action to raise standards means that pupils are better equipped this year to fulfil their potential although the achievement of higher attainers is not yet

consistently addressed because of variations in the quality of lesson planning. Strengths are in reading because pupils get good guidance on the subject and develop a love of books. Standards in mathematics are improving because of a practical approach which includes solving mathematical problems. This leads to general agreement from pupils that 'maths is great fun'. Standards in writing are also improving through careful planning and monitoring.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Strengths are in the way in which the school encourages 'tolerance, praise and fairness'. This enables pupils to have an open mind and empathy with others. The school fosters positive attitudes and pupils respond well. They take pride in the 'golden ticket' awards for good work and deeds. Their behaviour is satisfactory. It is good during lessons and around school. Pupils require closer supervision at play time, in part because play is not well resourced and pupils have little to do at break times. Pupils make a positive contribution to the school and wider community especially through the performing arts. The school council provides opportunities for pupils to have a say in making decisions. Pupils develop sound basic skills that contribute to their future economic well-being. Pupils appreciate the importance of a healthy lifestyle. They enjoy 'delicious' healthy lunches and older pupils particularly enjoy the sporting opportunities which help them to keep fit. Pupils appreciate the importance of keeping safe. The headteacher is trying to improve pupils' attendance through the school's close relationships with parents yet absence because of holidays taken in term time persists. As a result, the rate of attendance is significantly below average and the momentum of pupils' progress has to be re-established when they return to school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. In the Foundation Stage it is good - activities are well matched to the pupils' needs. It varies between classes throughout Years 1 to 6 because the monitoring of lessons has not yet raised all the teaching to the quality of the best. Teaching by senior leaders is of good quality. The main differences between the good and satisfactory teaching are the quality and depth of questioning, the detail given in the planning and the use of time. Even though assessment is satisfactory and new systems are becoming established to give a better match to the pupils' needs, the planning does not always identify sufficient challenge for higher attaining pupils. As a result, they can mark time, for example, when they do more of the same rather than being involved in activities to stretch their learning further. The quality of marking is variable. At best, it helps pupils towards the next step in their learning. Staff have good relationships with pupils and create a purposeful atmosphere in lessons. Parents appreciate that their children generally 'go home in a

good mood because they have had a fulfilling day in school'. Teaching assistants make a good contribution to the pupils' learning and are fully deployed to extend pupils' thinking and to help them record their findings.

Curriculum and other activities

Grade: 3

The satisfactory curriculum meets statutory requirements. Planning is currently being developed and is increasingly ensuring pupils' enjoyment of learning. However, short-term planning for subjects other than English and mathematics does not always make clear how individual needs will be met. There is a good range of visits, visitors and extra activities which promote pupils' knowledge and enjoyment of the subjects they study. For example, a star dome - a miniature planetarium was used during the day for pupils to broaden their understanding about the stars. In the evening, parents joined in to share their children's learning. Those pupils who have difficulties with learning are helped to catch up through a range of successful strategies such as extra teaching to boost standards. The programme for personal, social and health education is carefully planned so that pupils know how to keep safe and healthy. They develop self-confidence and contribute well to the community.

Care, guidance and support

Grade: 3

These aspects are satisfactory: the care provided is good. Pupils say they feel safe. Parents are confident their children are well cared for because arrangements for health and safety, including child protection, are good and applied consistently. Particularly strong links with the Traveller families means that these pupils mostly make sound progress and take a great interest in school. 'We have never met a school who has worked with us so well' sums up the valued relationships. Improvements to assessment are having a positive effect on pupils' progress, although there is more to be done to ensure work is better matched to the needs of the higher attainers. A new system to check pupils' progress over time provides clear information about where extra support is best placed. On the whole, pupils are not set personal targets and this makes it harder for them to understand what they need to aspire to. Pupils with learning difficulties and/or disabilities have individual plans for their learning: these are at times broad and lack the small steps needed to encourage success.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The newly appointed headteacher has made good advancements to improve the school including the better achievement of pupils. This shows that the school has the capacity to improve further. The headteacher has drawn together a hard working team. Many changes in headship and other staffing have taken their toll on standards over time. Changes have now been minimised and stability in staffing is helping standards rise. The headteacher has a good rapport with

parents and their views are taken seriously. An active parent and teacher association gives good support to the school. Strong professional relationships with outside agencies support the care of pupils well. The development plan is an appropriate guide to improvement with well chosen key priorities to address. The school works hard to provide equal opportunities for its pupils. A mark of its success is the trusting relationships built up with Traveller families which underpin the progress of this group of pupils. Subject leadership of English, mathematics and science is satisfactory. In most other subjects it is at an early stage and has yet to focus directly on standards. This is in part because the school has rightly concentrated on English and mathematics. Governance is satisfactory. Governors are supportive and take a great interest in the school, but self-evaluation is underdeveloped. Consequently, the school does not always have a sufficiently clear view of its strengths and weaknesses. However, its priorities for development are generally well founded.

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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?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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	3	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	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	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	3	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?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

It was a pleasure to meet you and find out about what it is like to be at your school. It is clear that you enjoy school and work hard.

The best things are that:

- children in the nursery and Reception classes get off to a good start
- your parents are pleased that you come to Kellington Primary School
- teachers invite visitors and take you out on visits to help you enjoy your learning
- you know how important it is to keep safe and healthy and you are kind to others
- you behave well in lessons and around school, but your behaviour could be even better in the playground if you had more interesting activities to join in with

Your headteacher and other teachers work hard to help you learn. What they need to do now is:

- use the information they have about your learning to set you targets to help you learn even faster
- get your families to make sure that you do not take days off school in term-time
- make sure that developments in all subjects are led at least as well as in English, mathematics and science.

You can all help by attending school every day and continuing to work hard and enjoy your learning.