

Kelloe Primary School

Inspection report

Unique Reference Number	114081
Local Authority	Durham
Inspection number	311475
Inspection dates	25–26 September 2007
Reporting inspector	Derek Sleightholme

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 on roll	
School	118
Appropriate authority	The governing body
Chair	Mrs Carol Ayre
Headteacher	Mrs Carol Musztacs
Date of previous school inspection	1 November 2003
School address	Front Street Kelloe Durham County Durham DH6 4PG
Telephone number	0191 3770275
Fax number	0191 3770275

Age group	3–11
Inspection dates	25–26 September 2007
Inspection number	311475

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is smaller than average school serving a rural village. The area includes features of social disadvantage. Almost all pupils are from a White British background, and no pupils are at an early stage of learning English. The percentage of pupils entitled to free school meals is above average as is the proportion with learning difficulties and/or disabilities. The number of pupils with learning difficulties and/or disabilities is above average. The school holds the Artsmark and Activemark awards. Pupils are admitted to the nursery from a wide geographical area. At the end of the Nursery year many leave to attend schools in their home locality. There has been significant staff turnover in the previous two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It has some good features. The headteacher, deputy headteacher and other staff work well together to promote the ethos of a friendly village school. They ensure pupils' good personal development. Recent improvements include the rising trend in standards at the end of Year 6, and the success in encouraging pupils to become actively involved in the school and to take on responsibilities. Parents have a high regard for the school. 'Lovely teachers and a very caring headteacher know every child's name and encourage pupils and parents to participate' is a typical comment.

Pupils are polite and behave well. They know how to stay safe and how to get help when they need it. They care for others, especially in their role as 'buddies' to other pupils. Pupils understand the value of healthy exercise. Many choose to cycle to school or come on 'push-along' scooters. Pupils are keen to take on responsibility and the school encourages them to formally apply for various roles, thus developing important life skills. They are delighted when their applications are successful. Regular surveys of pupils' views and service as school councillors have given them a voice in the development of the school. Pupils contribute well to the wider community by fund raising for charities. They recently raised a substantial donation to the NSPCC.

Pupils' achievement is satisfactory. Those with learning difficulties, and the very few from minority ethnic backgrounds, achieve similarly to other pupils. Teaching is satisfactory overall and is stronger in Key Stage 2 than in Key Stage 1 and Foundation Stage. There is a lack of pace and challenge in some lessons in Foundation Stage and Key Stage 1. Consequently, progress is satisfactory in Foundation Stage and Key Stage 1 and good in Key Stage 2. Standards at the end of Year 2 are below average and few pupils reach higher standards. In Key Stage 2, good teaching helps pupils reach average standards in English, mathematics and science by Year 6. They benefit from lessons where the pace of learning is good, tasks are engaging and planned to meet all pupils' needs. Pupils especially enjoy lessons that give them the chance to do practical activities.

The curriculum gives priority to literacy and numeracy and some teachers are developing these core skills through other subjects. The curriculum is enhanced through good partnerships with other schools, visits and visitors. Care, support and guidance are good. Older pupils know how well they are doing and teachers give them suitable guidance on how to improve their work.

Leadership and management are satisfactory. Although the school has a satisfactory understanding of its strengths and weaknesses it rates some aspects of its provision too highly. Targets set for pupils currently in Year 6 have been raised to reflect their prior attainment and are now challenging. Governors are developing their role as 'critical friends'. The new leadership team have started to work well together, but as yet they have not fully developed monitoring and evaluation systems that make the best use of their skills. Currently the school has satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 3

Provision in the foundation stage is satisfactory. Children's attainment on entry to Nursery is below that which is typical for their age, particularly in language, communication, personal and social and mathematical skills. Children make steady progress through the Nursery and Reception

years because teaching is satisfactory. Most children make quicker progress in physical development because they make good use of the resources of the outdoor area. Not all reach the early learning goals when they enter Year 1. The curriculum includes a satisfactory range of learning opportunities that stimulate children's progress, including an appropriate balance between adult-led and child-selected activities.

What the school should do to improve further

- Raise standards by Year 2 in reading, writing and mathematics.
- Improve the pace and challenge in the teaching so that pupils make better progress in Foundation Stage and Key Stage 1.
- Use the skills of school leaders to accurately monitor the impact of school provision, improve self-evaluation and implement further improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average. From levels of development below those typical for their age, children make satisfactory progress in the Nursery and Reception years. Not all reach the expected levels of development when they enter Year 1. Pupils continue to make satisfactory progress in Key Stage 1 although, by the end of Year 2, standards remain below average and few attain the higher levels.

Progress improves during Key Stage 2 and is good. Standards have risen in recent years. By the end of Year 6 most pupils attain broadly average standards in English, mathematics and science. The results of the 2006 national tests for a small cohort of pupils in Year 6 confirmed standards were broadly average. There is no significant difference in boys' and girls' progress.

The most able pupils do not progress as well as they should through the Foundation Stage and Key Stage 1. During Key Stage 2 they make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. From a low start pupils make good progress in their social skills. In this friendly, family atmosphere most pupils get on well with each other, are settled in lessons, behave well and show a positive attitude to learning. During assembly, pupils were keen to hear about the arrival of a new baby. They reflected very effectively on how this 'new beginning' was similar to another new year in school and how they could make best use of opportunities available to them.

Pupils say they feel safe at school knowing that they can turn to an adult who will listen to them and help to resolve their concerns. They know how to use equipment safely and understand that the Internet needs to be used carefully. Many take advantage of the fruit tuck shop because they know that it is important to be healthy. Attendance has improved recently and is now satisfactory.

Pupils enjoy practical activities in lessons, helping them to acquire important skills useful for their futures. Pupils successfully grew carrots that featured prominently in the Harvest Festival

and were then used by the cook for school lunches. The school plays an important role in the community because pupils have contributed so well to village events, such as working with an artist on a prominent sculpture and by attending Remembrance Sunday.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall but are stronger in Key Stage 2 than in Key Stage 1. Strong features of teaching include teachers' positive relationships with pupils, good management of pupils in lessons and a secure knowledge of what they teach. Teaching assistants are used satisfactorily to guide and support pupils with learning needs. For example, a teaching assistant, deployed to work with more able pupils, provided challenging activities in mathematics that helped these pupils to make better progress. In Key Stage 1, some lessons lack pace and challenge. Occasionally pupils spend too long listening to teachers and consequently are not actively involved in learning.

In Key Stage 2, pupils' exercise books and lessons show the pace of learning improves. Activities are well matched to meet the full spread of pupils' abilities. Some teachers enhance learning through actively involving pupils and the use of electronic interactive resources. Pupils in Year 3 and 4 were captivated as they watched their teacher assume the role of a character from the story 'The Iron Man'. They made good progress in conversation skills when it was their turn to engage in this purposeful activity. This improved teaching is the key reason why pupils make better progress in Key Stage 2 and helps most to reach the expected standard by age 11.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum that meets most pupils' needs. It provides a good enrichment programme. The curriculum is adapted in Year 1 to ensure that pupils who requiring additional early learning experiences continue to have regular access to the Foundation Stage. Much time is given to the acquisition of literacy and numeracy skills. Opportunities to acquire these skills through other subjects are taken occasionally but not developed fully. Pupils in Years 5 and 6 enthusiastically improved their speaking, listening and writing skills as they explored the contents of a suitcase used during World War 2.

Pupils have many opportunities that enrich their learning. Cultural development is well supported through the curriculum; pupils produced fabric prints when a teacher from Ghana visited the school. Extra curricular activities are popular and support pupils' personal development. Pupils are thrilled the school has joined the local football league so that boys and girls can play competitive matches.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Safeguarding procedures are robust and staff are vigilant regarding pupil safety. Staff support pupils individually and care for their well-being conscientiously. Appropriate policies are followed for child protection, monitoring behaviour and racism. Pupils with learning difficulties and those in vulnerable groups are supported sensitively and effectively. Many benefit from programmes that help promote their

social and emotional development. Pupils' work shows they have thought deeply about themes such as friendship, sadness and anger. Pupils are provided with a 'worry box' where they can leave a personal message. A senior manager follows these up regularly helping to resolve pupils' concerns. Recently improved systems for marking pupils' work help pupils to understand what they need to do to improve. Personal target setting for older pupils is helping them to improve their progress in English, though this is not yet extended to other subjects.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, through her purposeful leadership, is committed to ensuring that this school has a friendly ethos and is a focal point for the village. Important outcomes of her leadership are the way pupils make good progress in personal development and reach satisfactory standards by Year 6. Until recently the combination of staff changes and long-term absence meant that many responsibilities were taken on temporarily by the headteacher. A new leadership team is working well together to promote teamwork throughout the school as they carry out their responsibilities. They have started to improve monitoring of the progress of pupils of all abilities as they move through the school. This helps analysis of data to be mostly accurate and judgments about the impact of teaching are made securely. However, they have not yet fully established a whole team approach to monitoring and evaluating all aspects of the school's work.

The headteacher and staff are working effectively with the local authority to improve provision. The most positive outcome of this partnership is improvement in overall standards as shown in the results of national Key Stage 2 tests. The school's self-evaluation is satisfactory and appropriate priorities for improvement are identified. The governors support the school well and are developing their role in holding the school to account for standards and achievement. Financial management is secure and the school provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
-------------------------------------------------------------------------------------------------------	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

27 September 2007

Dear Pupils

Inspection of Kelloe Primary School, Durham, DH6 4PG

I enjoyed my recent visit to your school. Thank you for helping me. I enjoyed meeting you, visiting your classrooms, looking at your work and talking to you about your school. I remember your school councillors telling me that you have lots of chances to tell the headteacher and her staff what you feel about school and you know they all want you to be happy there. Your school is a satisfactory school and it offers you many opportunities to develop responsibility, to learn new skills and to care for each other. I wish I could grow carrots as well as you!

These are the things I found out about your school during my visit. Most of you make satisfactory progress because you are settled in lessons and behave well. Most of you make quicker progress between ages 7 and 11. I saw several good things. I am delighted you feel safe and happy because the adults care for you. I know many of you like helping at school by taking on responsibilities such as serving on the school council, being a 'buddy' or 'mini-bud' and assisting with daily routines. Many of you have helped the school gain a good reputation in the village by representing the school in concerts and village events. I know that you enjoy the many opportunities to learn on visits that take you out of school and when visitors come to school to work with you. Unfortunately some of you miss these chances because you do not attend regularly. Although attendance has improved recently, you can really help the school by doing your best to attend regularly.

I usually leave school with some suggestions to make it even better.

- I have asked the teachers to improve the rate of progress that you make from when you first start at school to the end of Year 2 so that you can reach higher standards by age 7.
- I have asked them to make sure that you get through plenty of work in lessons and that the work is just hard enough but not too hard for you. You can do something about this by doing the best you can for your teachers.
- Your headteacher and the other school leaders haven't been together for very long as a team, so I've recommended that they use all their skills to check that everything in school is working well.

I wish you and all the staff the very best for the future.

Derek Sleightholme

Lead inspector