

Keelby Primary School

Inspection report

Unique Reference Number	120456
Local Authority	Lincolnshire
Inspection number	327286
Inspection dates	27–28 January 2009
Reporting inspector	Derek Watts

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	162
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Peter Briggs
Headteacher	Mrs Carol Walker
Date of previous school inspection	18 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Manor Street Keelby Grimsby North East Lincs DN41 8EF
Telephone number	01469560366
Fax number	01469561283

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves the village of Keelby and the surrounding area. The majority of pupils in this small primary school come from a White British background. There is Early Years Foundation Stage (EYFS) provision for children in Reception. Children's attainment on entry to the school is slightly above that expected for their age. The proportion of pupils with learning difficulties and/or disabilities is just above average. The nature of these difficulties are wide ranging and include the areas of autism, dyslexia, moderate learning, speech, language and communication, and physical difficulties. A higher than average proportion of pupils has a statement of special educational needs. The headteacher took up the post in April 2008. There have been significant changes to the teaching force recently.

In partnership with a private company, the school provides a before and after school care for pupils at the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of Keelby Primary is satisfactory. There are good features to its work. Effective pastoral care and a positive school atmosphere lead to good personal development and well-being for pupils. Pupils achieve satisfactorily from their starting points, and standards by the end of Year 6 are above average overall.

Leadership and management are satisfactory. The new headteacher, the senior staff and governors have an accurate and clear understanding of the school's performance. They know what is needed to bring about improvements and positive steps have been taken in the areas of writing, teaching and EYFS provision. The headteacher is focused appropriately on raising achievement and improving teaching and learning. She has gained the confidence and respect of pupils, staff and parents and there is a positive attitude to change and improvement within the school. More rigorous assessment procedures are being implemented but these are in their infancy and are not yet consistent in all key areas. Some subject leaders are new and not all are sufficiently skilled in monitoring, evaluation and improvement planning. Parents hold positive views about the school and are pleased with the care and education provided for their children.

Pupils' personal development and well-being are strengths of the school. They thoroughly enjoy school and this is reflected by their keen participation in activities and well above average attendance. Pupils are courteous, friendly and relate very well to others. Behaviour is good in lessons and around the school. Pupils adopt healthy lifestyles well and know how to keep themselves safe. They thrive on the additional responsibilities given, such as serving on the school council. Pupils are well prepared for the next stage of their education and for the future.

Pupils make satisfactory progress from their starting points in Reception. Provisional test results in 2008 indicate that standards by the end of Year 6 are well above average in English, just above average in mathematics and broadly average in science. While pupils made good progress in English, progress in mathematics was satisfactory and a significant number of pupils did not make enough progress in science. Pupils perform well in reading and effective action has been taken to raise achievement in writing. However, in science, there has been insufficient time devoted to the subject and opportunities for pupils to plan and carry investigations are not effectively incorporated within the science programme.

The quality of teaching and learning are satisfactory. There are examples of good practice. There are signs that teaching is improving because of the school's monitoring and development of teaching. New teachers have settled in well. When teaching is good, pupils are challenged well, tasks are well matched to needs and learning maintains a brisk pace. However, this good practice is not consistent across the school. In some lessons, the pace of instruction and the levels of challenge are not high enough and learning slows. A satisfactory curriculum is enriched by a good range of additional activities.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Most year groups enter the school with knowledge and skills that are a little above those expected for their age. Children settle quickly into routines and enjoy their learning because of good induction procedures and the positive and warm relationships between adults and children. Children feel safe and secure at school. They are motivated, well behaved and have

formed good relationships with others. The leadership and management of the EYFS are satisfactory. Teaching is satisfactory and a suitable range of activities is planned to cover all areas of learning. Children make sound progress. Assessment is not always sharp enough and is therefore not fully effective in planning teaching or guiding the curriculum. As a result, the more able children are not always challenged and extended enough. At times, activities are too adult-led and children have insufficient opportunities to explore and to work independently. During the inspection, children enjoyed activities about endangered animals. They gained new knowledge about animals, such as elephants and tigers, and the nature of camouflage. They enjoyed the books to support the topic. The outdoor learning areas are limited and this restricts children's opportunities for creative and physical development. The school has well thought-out plans to extend the outdoor provision in the near future. By the end of Reception, standards are just above average in most areas of learning.

What the school should do to improve further

- Raise achievement and standards by the end of Year 6 in mathematics and science and ensure that enough time is allocated to the teaching of science, especially investigative work.
- Ensure that the good teaching is more widely spread and that tasks are challenging and learning maintains a quick pace.
- Strengthen assessment and use this to inform future planning in key areas, such as EYFS and science.
- Extend the role of subject leaders so they are fully effective in monitoring and improving performance.

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

Pupils' achievement is satisfactory. National assessments indicate that standards by the end of Year 2 are usually above average in reading, writing and mathematics. In 2008, Year 2 standards dipped to broadly average because of weaknesses in assessment and provision. Effective action has been taken to tackle this and pupils are now achieving satisfactorily. By the end of Year 6, pupils' work and provisional national test results indicate standards are above average overall but there is variation between subjects. Effective strategies for the development of reading and writing have led to well above average standards in English. Pupils have achieved well in this area. Standards in mathematics are just above average and progress is satisfactory. Pupils' progress in science is barely adequate. Science does not have enough curriculum time and there are too few opportunities for practical investigative work. Pupils who need additional support with their learning make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils are enthusiastic about school and have positive attitudes to learning. Their spiritual, moral, social and cultural development is good. They possess a good knowledge and understanding of different cultures and faiths. In assembly, they reflect on the importance of positive qualities, such as resilience and resourcefulness. Pupils are well behaved in class and around the school. Relationships between adults and pupils and between pupils are very good.

High levels of attendance have been maintained since the last inspection. Pupils adopt healthy lifestyles and are well aware of the importance of healthy diets and taking regular exercise. Those on the school council take their responsibilities seriously and have contributed to improvements to the playground facilities. Pupils make a sound contribution to the wider community by raising funds for national and global charities. Pupils are well prepared for the future. By the time they leave, they have good literacy skills and sound numeracy skills. Their personal and social skills are well developed.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory, as shown by its impact on pupils' progress. In most lessons, pupils know what they are expected to learn because the purpose is shared with them at the start. On occasions, lessons are not focused enough and pupils are less clear about their learning. Teachers establish good relationships with their pupils and manage them well. Pupils are attentive and respond positively to teachers' clear and informative explanations and instructions. Questioning is used well to check pupils' understanding of new learning. When assessment information is used effectively, tasks are well matched to pupils' needs. As a result, in these lessons, pupils are challenged well and they make good gains in their learning. Activities and tasks are not always sufficiently well matched to pupils' needs, particularly for the more able. When the quality and pace of instruction is not high enough, the rate of learning slows. Teaching assistants are appropriately deployed and make an effective contribution to pupils' learning, particularly for those with specific needs.

Curriculum and other activities

Grade: 3

The curriculum contributes well to pupils' personal development but does not promote consistently good progress. The school is developing some good links between subjects, which add meaning and relevance to pupils' learning. Pupils have good opportunities to write in different styles and for different purposes. Opportunities to apply and develop writing skills in other areas have been successfully increased. The school's drive to improve writing has had a positive impact upon achievement and standards. By contrast, not enough time has been devoted to science and investigative work has been underdeveloped. These factors account for pupils' lower performance in this subject. The school is working in partnership with a local secondary school to improve provision in mathematics and science. Pupils are using information and communication technology satisfactorily to support their learning. For example in Year 4, pupils used a computer program to consolidate their work on shapes and symmetry. A wide range of additional activities is offered and this is much appreciated by pupils. Popular clubs include craft, football, guitar, martial arts and maths challenge. A successful residential visit to Caythorpe provides exciting outdoor activities, which develop pupils' physical and social skills. Health and safety education is promoted effectively throughout the curriculum.

Care, guidance and support

Grade: 3

The school's positive and welcoming atmosphere underpins pupils' good personal development. Pastoral care is a strong feature of the school and there are good partnerships with parents

and outside agencies. There are effective procedures to ensure that pupils are protected, safe and secure. As a result, pupils feel well cared for and know that there is always a grown up they can turn to if they are upset or have a problem. Good behaviour is achieved by clear expectations from staff and by the good relationships established. Pupils with specific needs receive good support and have full access to the curriculum and activities. Academic guidance is satisfactory. The school is developing more robust systems to assess and monitor pupils' attainment and progress. Pupils are set specific learning targets in literacy and numeracy. Some of the target-setting arrangements are recent and have not had time to raise achievement, particularly in mathematics. Assessment, guidance and target setting in science is underdeveloped.

Leadership and management

Grade: 3

Leadership and management effectively promote good care and good personal development and well-being for pupils. The impact on pupils' achievement, teaching and the curriculum is satisfactory. The headteacher brings enthusiasm and good experience to the post. As a parent commented, 'Our new headteacher has worked hard and is already making an impression.' With her staff, the headteacher is striving to improve provision and raise pupils' achievement. Teaching is effectively monitored by the headteacher and the local authority. Through discussion and professional development, teaching is showing signs of improvement. Assessment systems are being strengthened so that all staff have an accurate view of how well each pupil is doing. Effective leadership has brought about improvements in English. Not all key subject leaders are sufficiently skilled in monitoring performance and in devising sharp action planning to bring about improvement. The school has well thought-out plans to strengthen these leadership roles.

Community cohesion is promoted satisfactorily. The school is an important part of the local community and numerous local groups use its facilities. The governors have a clear understanding of the school's performance. They have provided considerable support in assisting the headteacher to move the school forward. Governors are more prominent and more able to hold the school to account than at the time of the last inspection. The school demonstrates a satisfactory capacity to improve.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	3

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 eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

29 January 2009

Dear Pupils

Inspection of Keelby Primary School, Keelby, Grimsby, DN41 8EF

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we have found. Yours is a satisfactory school. It has some good features.

These are the main strengths of the school.

- You really enjoy school and your attendance is very good.
- The school is a welcoming and pleasant place to be in.
- You make good progress in English.
- Behaviour is good in lessons and around the school.
- You have a good understanding of how to keep healthy and safe.
- The staff take good care of you and give you good support.
- Pupils who need special help are well supported.
- The school offers a good range of additional activities, including clubs and visits.

There are four things the school can work on to make improvements.

- Ensure that teachers help you to make more progress and reach higher levels, especially in mathematics and science.
- In some lessons, make sure that teachers challenge you more so that learning moves on at a quicker pace.
- Find better ways of checking how well you are getting on and use the information to plan the next steps in your learning.
- Provide some subject leaders with more training to develop their areas of responsibility.

You can help the school by continuing to work hard, particularly at science. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector