

Kellington Primary School

Inspection report

Unique Reference Number	121462
Local authority	North Yorkshire
Inspection number	380248
Inspection dates	13–14 March 2012
Lead inspector	Roger Sadler

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 of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Ian Stevens
Headteacher	Julie Snead (Acting)
Date of previous school inspection	8 February 2006
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Introduction

Inspection team

Roger Sadler

Additional inspector

This inspection was carried out with two days' notice. Teaching in the Early Years Foundation Stage and in the other four classes was observed, with all five teachers seen for either a whole lesson or parts of lessons. The inspector analysed pupils' work, particularly in mathematics and writing, and held meetings with members of the governing body, staff and pupils. A discussion was also held with some pupils to ascertain their understanding of reading, and younger pupils were heard reading. The school's work, including play times and assembly were observed, and records from previous and the current school years were inspected. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The inspector looked at the on-line questionnaire (Parent View) but insufficient responses were recorded to aid inspection planning. The 39 questionnaires returned by parents and carers were analysed, along with questionnaires returned by pupils and staff. Informal discussions were held with 17 parents and carers bringing their children to school on the second day of the inspection.

Information about the school

Almost all pupils in this smaller than average-sized primary school speak English as their first language. An average proportion of pupils are from minority-ethnic groups. The proportion of pupils known to be eligible for free school meals is average. An average proportion of pupils are disabled pupils or those who have special educational needs. Since the previous inspection, the school has received the Eco School Award. The headteacher of a neighbouring school took over as acting headteacher following the resignation of the previous headteacher at the end of November 2011. The school did not meet the current floor standard set by the government, which determines the minimum expectations for attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. Inconsistencies in achievement and the quality of teaching prevent its overall effectiveness being good.
- Pupils' achievement is inconsistent but satisfactory overall. Children make good progress in the Early Years Foundation Stage and in Years 1 and 2. Standards are rising well in these classes, especially in reading, due to the substantial improvements made over the last two years in teaching letters and sounds. Progress slows in Years 3 and 4 but then accelerates in Years 5 and 6. Pupils in Years 3 to 6 make least progress in writing and best progress in mathematics. Disabled pupils and those who have special educational needs make good progress in younger classes and satisfactory progress overall.
- Variations in the quality of teaching and the methods teachers use accounts for the inconsistencies in the rate of progress pupils make throughout the school. The new headteacher is working effectively to begin to improve the quality of teaching but more remains to be done.
- Good leadership by the new acting headteacher has ensured that the leadership of teaching and the management of the school's performance are becoming more systematic. Other leaders, including the governing body, recognise the need to strengthen their roles in monitoring and evaluation and school improvement. The confidence of a significant minority of parents and carers was at a low ebb at the end of the autumn term, but confidence is rebuilding and, although some remain uncertain, many point to recent improvements.
- Pupils behave well around school and say they feel very safe. They behave well when teaching is good and no poor behaviour is evident. However, in those lessons where not enough is expected, some pupils fidget and lose concentration and this slows progress.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve pupils' progress in writing in Years 3 to 6 by:
 - ensuring that particular writing skills are developed in subjects other than English
 - increasing the amount of extended and independent writing undertaken by pupils
 - helping pupils in all classes develop a clearer understanding of which particular aspects of their writing they should concentrate on improving.
- Improve the consistency and quality of teaching by:
 - ensuring that all staff develop a shared understanding of the key aspects of effective teaching
 - carrying out rigorous checks on teaching and learning to ensure that staff adopt a consistent approach to issues such as how pupils' work is marked or how behaviour is managed
 - ensuring that teaching assistants are more fully deployed throughout lessons.
- Improve leadership and management and the school's capacity to improve by:
 - extending the leadership roles of staff other than the headteacher
 - ensuring that the school improvement plan includes clear criteria to enable leaders to judge the impact of actions on pupils' achievement
 - working to improve the confidence of parents and carers in the school, especially by improving communication on intended changes and improving feedback on how their concerns have been addressed
 - increasing the role of the governing body in monitoring and evaluating the school's work.

Main Report

Achievement of pupils

Most parents and carers think that their children make good progress. The inspection found that progress is variable: satisfactory rather than good overall, but good in younger classes. Although previously many children entered the Early Years Foundation Stage with knowledge and skills below those expected, over the last two years the vast majority of children enter the Nursery with nationally expected attainment. Due to consistently good provision, good leadership and management and teamwork, children make good progress throughout the Early Years Foundation Stage, especially in their personal development and in reading. Improved provision, especially in reading for younger children, is helping accelerate pupils' progress in Years 1 and 2 also. Many Year 2 pupils are attaining above standards expected for their ages, not only in reading but also in writing and mathematics. Home reading is well organised in these classes and many parents and carers make an important contribution to their children's enjoyment of and good progress in reading.

Attainment in Years 3 to Year 6 is currently mostly in line with expected levels. Standards in writing are a little below average by Year 6, but attainment in reading and mathematics is in line with national averages. Overall, attainment is broadly average.

In lessons, pupils make good progress in the Early Years Foundation Stage and in Years 1 and 2. In Years 1 and 2, their well developed reading skills are helping them access all areas

of the curriculum more confidently. In Years 3 to 6 lessons, learning varies significantly in line with the variations in teachers' approaches. No particular group of pupils is disadvantaged throughout the school and both higher-attaining pupils, those who are disabled or have special educational needs, and pupils who speak English as an additional language, make progress in lessons in line with their abilities and other pupils of the same age.

Quality of teaching

Nearly all parents and carers who responded to the inspection survey think that their children are well taught. Although inspection findings support this view in younger classes, overall, the quality of teaching is judged to be satisfactory rather than good. This is due to a lack of consistency of approach across the school. In the Early Years Foundation Stage, assessment information is carefully used to tailor provision to match the abilities of each child. Activities are quickly modified to meet children's interests as they emerge. For example, one child brought in a magnet and many were interested in this. The next day, staff provided a broad range of high quality activities that exploited children's interests in magnets to support their learning.

In Years 3 to 6, considerable variations exist in aspects such as how pupils' work is marked, how targets are set or how behaviour is managed. In each of these aspects, examples of good practice are sometimes evident. For example, in Year 6, pupils are given clear guidance on how to improve their work and know the level at which they are working. In other older classes, this is not the case and pupils are unclear where to focus their efforts. This slows progress, especially in writing. In Year 5, much is expected of pupils' behaviour and they sustain concentration well, but these expectations are not as high in other classes. Some useful guidance has recently been provided by leaders to ensure teachers appreciate the characteristics of good teaching and ensure consistency of approaches. Because follow-up checks are in their early stages this work has not yet had the necessary impact and variations therefore remain.

Teaching assistants are well deployed when working with small groups of pupils, but are under-utilised in older classes when the teacher is talking to the whole class. The planned curriculum for writing is insufficiently broad and this limits achievement in older classes. Pupils are not asked to undertake enough extended writing or to use and develop their writing skills in other subjects such as history, geography, religious education or science. Pupils' spiritual, moral, social and cultural development is well promoted in lessons in most classes and pupils are taught to show consideration for the views and feelings of others.

Behaviour and safety of pupils

Although most parents and carers are satisfied that behaviour is good and that lessons are not disrupted by bad behaviour, a significant minority are less content. Pupils consider that behaviour has improved over the last few months, is consistently good now and continuing to improve. There have been some isolated examples of bullying earlier in the school year but there is no evidence that bullying of any form now occurs in the school. Consequently, pupils feel fully safe in school and believe that any concerns would be dealt with well by adults. Inspection findings are that behaviour around school is good and in lessons in younger classes is also good. However, it is evaluated as satisfactory overall because the quality of behaviour and concentration is inconsistent in older classes. The school's recently reviewed and well developed arrangements for caring for pupils result in them enjoying

school and feeling confident. Attendance has improved over the last year and is now in line with national averages. The school has good procedures for promoting pupils' good spiritual, moral, social and cultural development. Older pupils enjoy accepting responsibility and relate well to each other and to adults and visitors in school.

Leadership and management

Despite significant recent interruptions to the continuity of leadership and management the school is now firmly back on track. Many parents and carers point to recent improvement and staff and pupils show confidence in the current leadership of the school. Leaders and staff are working with commitment to raise achievement. Recent staff training has taken place to improve the quality of teaching in mathematics. Reading teaching in younger classes is much improved. Throughout the school, each pupil's progress is monitored regularly and staff are building up their skills in using assessment data to plan and assure the progress of those at risk of underachieving. Members of the governing body have recognised the need to become more closely involved in monitoring and evaluation and school improvement and are arranging training on these aspects. Subject leaders and the senior leadership team have a satisfactory role in monitoring and evaluation and their leadership roles are currently being developed in order, for example, to eradicate inconsistencies in teaching and learning.

The school development plan concentrates on appropriate priorities and includes a good range of well-judged actions. However, success criteria in terms of the planned improvements in attainment and progress of each year group are not sufficiently clear to enable leaders, including governors, to fully evaluate the impact of actions on pupils' achievement. Professional development is targeted to improve the performance of each individual teacher. Accurate self-evaluation and its track record of improvement, for example, in achievement in Key Stage 1, and in mathematics and attendance overall, indicate that the school has satisfactory capacity to continue to improve.

Communication with parents and carers is satisfactory but they are not always made aware of planned changes and how their comments and concerns are considered and acted upon. The curriculum is satisfactory. Opportunities for reading and mathematics have already been improved, but the curriculum for writing needs to give greater prominence to developing skills, not only in English lessons, but in other subjects. Also, provision for extended, imaginative and creative writing is less effective than the curriculum for spelling, grammar and presentation. The curriculum provides good support for pupils' spiritual, moral, social and cultural development and their development in these areas is good. All pupils are valued, the school provides equal opportunities for pupils of all abilities and backgrounds, and discrimination is not tolerated.

Safeguarding arrangements have recently been reviewed and meet current requirements. Training ensures that all adults are fully up to date with how best to ensure the school is safe for all.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 March 2012

Dear Pupils

Inspection of Kellington Primary School, Goole, DN14 0NY

Thank you for being polite and friendly when I inspected your school recently. I was pleased to see the sensible and grown-up way you behave around school, although a few of you in older classes did not behave quite so well in lessons. You told me that you feel safe in school. It was good to see the older pupils helping others and taking responsibility.

You go to a satisfactory school. You are making satisfactory progress in your reading, writing and mathematics. Many of those in younger classes are making better progress, especially in reading. The way these pupils use their knowledge of letters and sounds to help them read is very good. The headteacher and teachers are working hard to help all of you do well in your work and it is pleasing to see that many of you, including those in older classes, are doing better than previously in mathematics.

Almost all the parents and carers I met on the second day of the inspection told me that all the adults in the school do their best to look after you all. To make the school even better, I have asked teachers to make sure that all lessons are as good as the best ones and to help those in older classes to improve their writing in English lessons and in other subjects. You can help too by making sure you always concentrate well in lessons.

I will take away many good memories of your school. Thank you again for being so helpful and courteous.

Yours sincerely

Roger Sadler
Lead inspector

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