

Kelsey Primary School

Chapel Street, North Kelsey, Market Rasen, LN7 6EJ

Inspection dates 1–2 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The school has improved rapidly since its last inspection because of outstanding leadership that has secured better teaching and learning.
- Children in Reception get off to a good start because they are well taught.
- Across the school, pupils of different abilities, including the most able, achieve well. Standards are above average in English and mathematics.
- Teaching is good. The work is well matched to pupils' different abilities.
- Pupils behave well, enjoy lessons and attend regularly.
- Pupils feel very safe in school. Those parents and carers who offered a view agree.
- Leaders keep a very thorough check on teaching and learning and work successfully with staff to tackle weaknesses.

It is not yet an outstanding school because

- Pupils are not routinely given enough time to respond to teachers' marking of their work.
- Pupils are not sure about the targets they are given to improve their work.
- Marking in mathematics is not as helpful as it is in English.
- There are not enough opportunities for pupils to use and practise their mathematical skills in other subjects.

Information about this inspection

- The inspector visited eight lessons, three of which were observed jointly with the headteacher.
- He held discussions with pupils, the headteacher, teachers, two governors and two representatives of the local authority.
- The inspector examined a range of documents, including a summary of the school's self-evaluation and improvement plan, policies aimed at keeping pupils safe, and information relating to the managing of teachers' performance.
- The views of 18 parents and carers were analysed through the Parent View website. The inspector also spoke informally to parents and carers to seek their views about the school.
- The views expressed by the 12 staff, who returned a questionnaire, were considered.

Inspection team

Keith Williams, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus, or who have a statement of special educational needs, is above average.
- The proportion of pupils supported by the pupil premium is about half of the national average. In this school, this relates to those who are known to be eligible for free school meals. There are not enough pupils to comment on their attainment without identifying them.
- All pupils are from White British backgrounds and none speaks English as an additional language.
- The school's national test results cannot be compared to the government's floor standards, which set the minimum expectations for pupils' attainment and progress. This is because there are fewer than the minimum of 11 pupils required to make such a comparison meaningful.
- Pupils are taught in three mixed-age classes. Reception children are taught alongside Year 1.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and enable pupils to make even faster progress by:
 - providing pupils with enough time to consider and respond to teachers' marking
 - improving the quality of marking in mathematics so that it matches the helpful information they receive in English
 - increasing pupils' understanding of their targets for learning and involving them more in identifying their next steps
 - providing more opportunities for pupils to use and improve their mathematical skills when they learn in other subjects.

Inspection judgements

The achievement of pupils is good

- When children first join Reception, they arrive with skills that are broadly typical of their age. However, this varies from year to year, depending on the proportion of more-able children or those who find learning difficult. Nevertheless, children make good progress, whatever their starting points, and they are well prepared for moving into Year 1.
- Across the school, pupils make much faster progress than they did at the time of the last inspection. Pupils of different abilities, including the most able, benefit from work that is closely tailored to their needs, so that all abilities now achieve well. The school's detailed records show that some pupils in each year group, including some of those who are disabled or have special educational needs, are making outstanding progress.
- Standards in English and mathematics rose dramatically after the last inspection and the results achieved by pupils in Year 6 in 2012 were among the highest in the country. Attainment was not as high in 2013 but, nevertheless, it still represented good progress from pupils' different starting points.
- Pupils' current work and the school's records show that those in Years 2 and 6 are on track to maintain above average standards. Pupils are confident, well-motivated learners and their positive attitudes have helped to raise standards. The small number of pupils who receive the pupil premium, including those who are more able, achieve as well as their classmates.
- Pupils achieve well in reading and attainment is above average. Younger pupils benefit from a well-structured approach to teaching early reading skills (phonics). Older pupils read widely and speak enthusiastically about their favourite books and authors.
- Attainment in mathematics, while above average, is a little lower than in reading and writing. The steps taken to provide more opportunities for pupils to write in a wide range of subjects have helped to raise standards. Opportunities for them to use their mathematics skills in other subjects are not so widespread.
- Pupils receive a well-thought-out programme of physical education lessons, including regular swimming sessions, and a weekly sports club. This provision makes a good contribution to their physical well-being.

The quality of teaching is good

- A considerable strength is the way that teachers modify the work according to pupils' different abilities. As a result, there is a good level of challenge for the most able, who often work to an individualised programme, and they make good progress.
- Teachers question carefully to keep a close check on pupils' understanding during lessons. Any misunderstanding is dealt with quickly. Teaching assistants contribute well to the learning of pupils of different abilities, disabled pupils and those who have special educational needs. This ensures that all groups are fully included in lessons and achieve well.
- In Reception, the adults provide a broad range of activities in and out of the classroom that promote children's confidence as learners. They are encouraged to share and cooperate with other children and with the older pupils in Year 1. Both year groups benefit from this and, as a

result, they make good progress.

- Teachers have high expectations of pupils' academic achievement and behaviour. Pupils in all classes respond well because they feel well supported and know they will be helped sensitively if they find the work difficult. Lessons run smoothly and there is little time lost in getting down to work.
- In English, and in some other subjects such as science, teachers provide pupils with detailed feedback about how well they have done and how they can improve. The marking in mathematics is not as detailed and, across all subjects, there are few examples of pupils being given time to consider teachers' comments and work out how to respond.
- Teachers provide pupils with individual targets for reading, writing and mathematics. However, pupils' awareness of these targets is patchy, which limits the impact they have on helping pupils to improve.
- The teaching of phonics is regular and methodical, and good links are made between reading and writing. Teachers make the work interesting and relevant. For example, pupils in Class 1 enjoyed building words by jumping from sound to sound.

The behaviour and safety of pupils are good

- Pupils say that behaviour is usually good and this is supported by most parents and staff. Sometimes, for example in the before- and after-school clubs, it is outstanding. Break-times are lively and enjoyable, and lunchtime is a civilised occasion.
- Pupils of all ages respond quickly to instructions from staff and are keen to live up to their high expectations. Children in Reception quickly learn the class and school routines and join in fully in assemblies.
- Pupils' good behaviour and positive attitudes have been instrumental in securing their improved learning. Pupils of all ages usually work hard, concentrate fully and endeavour to do their best. On rare occasions, a few pupils do not join in fully with the discussions at the start of lessons but, once their individual or group work is under way, their interest is recaptured.
- Pupils report that bullying is rare. They are aware of different forms of bullying and are confident that it would be dealt with effectively by staff should it occur. Most pupils have a good understanding of how to stay safe in a variety of situations.
- Pupils treat all staff and each other with respect, and staff set good role models of how to behave. Older pupils enjoy looking after the younger ones. As a consequence of pupils' enjoyment and sense of being safe, attendance levels are above average.

The leadership and management are outstanding

- A key reason for the school's rapid improvement, higher standards and better teaching is the determined commitment from leaders and staff to secure the very best for pupils. A wealth of information is gathered about the progress of each pupil and the quality of teaching and learning. This information is used systematically to hold teachers to account.
- Staff, too, analyse their own effectiveness frankly, and they work with leaders to improve their

practice. Each teacher on the small staff is responsible for leading a number of subjects, and this aspect of their work has improved considerably since the last inspection. Each has devised clear systems to check on pupils' progress in their subjects, so that they have a detailed and wide-ranging knowledge of pupils' learning.

- As a result of the comprehensive systems to evaluate the school's work, clear priorities are set to secure even more improvement. Very strong links are made between the appraisal of teachers and their progression on the pay scale. There is a very strong commitment among staff to improving teaching from good to outstanding.
- Pupils enjoy school, attend regularly and learn well because they are given a broad and interesting range of activities. As a result, their spiritual, moral, social and cultural development is promoted very strongly.
- There are clear plans in place for spending the recently announced sports funding, and comprehensive processes are already established for ensuring good value for money.
- **The governance of the school:**
 - Governors provide excellent support and challenge for the school. They receive regular reviews of the quality of teaching and have established comprehensive systems to find out about the school's work for themselves.
 - Governors have a detailed knowledge of the data produced about pupils' progress and what this says about the school's performance. They use this information skilfully to set challenging targets for the headteacher. Governors ensure that teachers' appraisals are carried out fully and that teachers are rewarded appropriately for their performance.
 - Governors have an excellent oversight of the deployment of staff and financial resources. They ensure that the funding for pupils eligible for the pupil premium is used to enable those pupils to raise their attainment.
 - Governors ensure that arrangements to keep pupils safe meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120469
Local authority	Lincolnshire
Inspection number	429572

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair	Julia Cleave
Headteacher	Magnus Smedley
Date of previous school inspection	21 March 2012
Telephone number	01652 678387
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