

Kelling CE Primary School

Salthouse Road, Kelling, Holt, NR25 7ED

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress through the school in reading, writing and mathematics because teaching is consistently good.
- Reception children settle quickly and make good progress. Right through the school, pupils' attitudes to learning are good and they quickly develop a thirst for knowledge.
- Well-planned additional help, specifically tailored to their needs, means disabled pupils and those with special educational needs make good progress.
- Pupil premium funding is used effectively so that eligible pupils can make good progress. They are catching other pupils up quickly.
- Pupils behave well because relationships between adults and pupils are very positive.
- Pupils say they feel safe in school and that they are well cared for by staff.
- Every parent responding to the questionnaire said they would recommend the school.
- Governors and school leaders use information about pupils' progress particularly effectively to make sure every pupil does well.
- Leaders and governors make frequent checks of teaching and use these to decide appropriate training opportunities for staff. In this way, leaders have improved both the quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- Progress in Years 1 and 2 is not quite as quick as progress in Years 3 to 6. More-able pupils could sometimes achieve even more than they do.
- Work in pupils' books is untidy and their handwriting often poor.
- Teachers do not always make sure pupils understand important aspects of their learning, particularly what the lesson is meant to teach them, and ensure they know what precisely they need to do to improve their work.

Information about this inspection

- The inspector sampled parts of five lessons. All were jointly observed with the executive headteacher or deputy headteacher.
- The inspector made other visits to classes, looked at pupils' workbooks and listened to pupils reading.
- Discussions were held with pupils, the executive headteacher, the deputy headteacher, other staff, parents, governors and a representative of the local authority.
- The inspector took account of the 12 responses to the online questionnaire, Parent View. The responses to nine staff questionnaires were also considered.
- The inspector looked at a number of documents including: the school's own information on pupils' progress; planning and monitoring documentation; the school's view of its own performance; records of how the school uses its funding, especially how the money from the pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of pupils supported by the pupil premium (the extra government funding for pupils looked after by the local authority and those known to be eligible for free school meals) is broadly average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- Pupils are taught in two mixed-age classes. Reception children are taught with Years 1 and 2 in one class, and Years 3 to 6 are taught together in another.
- In 2013, the Department for Education did not publish an official picture of the school's Key Stage 2 results, so no comparison is possible with the government's floor targets, which set the minimum expectations for pupils' attainment and progress when they leave primary schools.
- The previous school closed and re-opened as a voluntary aided church school in April 2013, becoming one of four schools in the Pilgrim Federation of Church of England Primary Schools. The other church schools in this federation are in the villages of Blakeney, Hindringham and Walsingham.
- The executive headteacher joined the school at this time, and the deputy headteacher in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching by making sure that:
 - the key learning points that pupils need to master in lessons are explained to them in age-appropriate language
 - teachers make sure pupils fully understand the comments they are given when their work is marked, and check that pupils demonstrate their understanding by using this guidance to improve their subsequent work.
- Increase the rate of progress in Years 1 and 2 by:
 - ensuring pupils are set new and more demanding activities as soon as they are ready so all groups of pupils, especially the more-able, are consistently working at an appropriately challenging level.
- Improve pupils' handwriting and the presentation in work books by:
 - ensuring teachers and other staff consistently follow the handwriting policy
 - insisting staff write clearly and neatly at all times and follow the school's agreed handwriting style
 - teaching pupils good handwriting skills methodically in all classes
 - insisting on high standards of presentation in pupils' work books.

Inspection judgements

The achievement of pupils is good

- Children start in Reception with skills and experiences which, overall, are a little below those typically seen at that age. They are inquisitive and keen to learn from the varied and interesting tasks they are given or choose for themselves. They benefit from learning with older pupils because they watch and follow their example. In 2013, about two-thirds made a good level of development before they entered Year 1.
- Through the school, pupils make good progress overall in reading, writing and mathematics. However, in Years 1 and 2 it is not always as quick as it is in the case of older pupils where the needs of different ability groups are more carefully met, and all pupils, including the more-able, are consistently challenged. In Years 1 and 2, groups of pupils, who are often at different levels, regularly learn together and cover the same activities, and some pupils occasionally find the work too easy.
- In 2013, by the end of Year 6, all pupils made at least the expected progress, and a fifth reached a higher level. Further improvements this year suggest about two-thirds should reach a higher level in reading, writing and mathematics.
- Pupils are developing a good understanding of the way letters link to the sounds they make (phonics) because the teaching is methodical. This year, three-quarters of the pupils who have been in the school throughout their education are expected to meet the Year 1 national screening standard. This is a big improvement on 2013, when no pupil reached the standard, because a much more effective approach has been introduced.
- Information about pupils' progress is very closely checked so teachers and school leaders can look at individuals and groups to check they are always making at least good progress. If any fall behind, extra help is given to address their precise areas of need. As a result, disabled pupils and those with special educational needs make the same good progress as the others.
- There were not enough Year 6 pupils in 2013 known to be eligible for pupil premium funding to comment on their attainment without the risk of identifying individuals. Information provided by the school about the progress of these pupils in all year groups shows that, although usually starting from a lower level, they make good progress and are catching up rapidly in reading, writing and mathematics.
- Handwriting is frequently poor. For example, the size and shape of letters are not consistent. Many pupils do not join their writing. Sometimes the examples staff themselves provide on the board are also poorly written or presented.

The quality of teaching is good

- Classes run smoothly and no time is lost in lessons because staff and pupils have a close bond and an atmosphere of mutual respect permeates learning in all classes.
- Teachers match activities to pupils' needs well overall, and particularly in the Early Years Foundation Stage and in Years 3 to 6. Typically, in these classes, pupils are given tasks involving different levels of challenge and are carefully guided towards the one that is most suitable. No cap is placed on their learning and they are encouraged by teachers to attempt harder work as soon as they are ready. Consequently, they progress quickly. However, in Key Stage 1, pupils, including the more able, are generally kept together and all given the same activities;

consequently, although the work is often stimulating and holds pupils' interest well, individuals do not always progress quite as fast as they could.

- Most teachers systematically check that pupils understand what they are learning and, if necessary, go over work again. In the youngest class, for example, the teacher said, 'I've noticed this in your books lately,' and proceeded to teach a specific skill so pupils understood. The school's policy, that pupils will be told both the aim of the lesson and whether they have achieved it, is consistently followed by all teachers. However, not all staff check carefully enough that pupils fully understand what they have been told; consequently, some are left unsure what to do and their learning slows. The guidance given by the teacher one day may need to be repeated a few days' later because no improvement has been made.
- Pupils are taught key literacy and numeracy skills well, and know how to choose the most appropriate way of approaching a specific problem or task. In a mathematics problem, for example, a pupil used a particular method, 'because I find it easier and more accurate.'
- Teachers' planning often includes imaginative starting points to arouse pupils' curiosity and meet the school's aim to make learning 'irresistible'. Pupils respond very positively and readily rise to whatever challenges they are set.
- In the Key Stage 2 class, the teacher's questioning is a particular strength. Questions are used, very effectively to clarify understanding and to challenge pupils to apply their learning to a harder or different problem.
- The work given to pupils in Year 6 is carefully structured so that all pupils work at the right level, finding learning neither too hard nor too easy. In many subtle ways, the teaching changes as pupils become more mature. For example, the teacher's expectations of how well pupils should organise their work and check their own learning increases as they move up the school.
- Teachers do not have consistent expectations of how carefully and neatly pupils should present their work in their work books. Consequently, it varies greatly between classes and is often better on the first page of a work book than later.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There have been no exclusions and pupils say bullying is very rare. On the few occasions that pupils struggle to manage their own behaviour, staff use their knowledge of the pupil to find an approach that quickly helps the pupil to move forward with their learning.
- Pupils fully live up to the school's vision of, 'playing our part to achieve excellence.' They know, for example, that it is very important they come to school and to class ready to learn, and that they concentrate throughout the whole of the lesson.
- Pupils like helping one another so a real sense of community prevails. Every week, for example, older pupils lead activities for the three teams into which pupils are divided. Sometimes these team leaders present achievement awards to pupils, explaining why they are being presented.
- Pupils say they enjoy the 'jobs' they are given and the opportunities they offer to develop 'everyday' skills; for example, growing leeks and potatoes in the garden and then cooking soup to share. Pupils enjoy these opportunities and take pleasure in the final product and in their joint success.

- Right from Reception, pupils enjoy learning from one another and with one another. They listen closely to one another in all classes across the school and older pupils confidently share ideas to find out, for example, the relationship between the shape and area of rectangles with identical perimeters.
- The school's work to keep pupils' safe and secure is good. Pupils are taught to be aware of their safety and that of others. Good training means they know how to stay safe when using the internet, and have a clear awareness of the potential dangers of cyber-bullying.
- Pupils' spiritual, moral, social and cultural development is good. They have a growing awareness of their own spirituality and their place in 'community'; particularly their school, federation and village communities.
- Attendance is above average and pupils look forward to school. One parent spoken to during the inspection said her child missed school at the weekends and looked forward to Mondays.
- Although pupils have generally good attitudes to learning in all other respects, a number present their work in an untidy fashion, for example scribbling over mistakes.

The leadership and management are good

- The school leaders form a very effective team with complementary skills and common goals so that the school, although newly formed, already has a clear identity and a strong sense of purpose
- Leaders have quickly set about establish a purposeful learning culture across the school, creating a sense that 'everyday matters' and stressing the importance of maximising learning time. The same approach is taken with everyone, pupils and staff. Strengths and areas for improvement are analysed, and then help given to improve the latter. As a result, every person at Kelling is determined to get better at what they do.
- The development plan is accurate in its analysis of what needs to be done. The steps to be taken, and how and when they are to be completed, are clear which has ensured improvement has been at a good rate.
- School leaders very regularly check the quality of teaching, give clear points for improvement, and see staff have the training that is tailored to these needs. Leaders and teachers are equally keen to find ways of securing the same consistently rapid levels of progress in Years 1 and 2 as that found in Years 3 to 6.
- A strength of the school is that these good systems are used just as effectively to help teaching assistants. As a result, these staff make a very positive contribution to learning.
- The curriculum is good because it is relevant and linked to the real world. It arouses pupils' curiosity and incorporates their ideas. Pupils are able to pursue their interests and learn the skills of research. Visitors and visits are used to extend learning well.
- The additional sports funding is used well. Pupils benefit from the coaching in specific skills and techniques that this has made possible, and staff similarly receive good training. Pupils enjoy energetic activity and understand its importance. One typical comment was, 'It burns off fat and helps you stay healthy.'

- The relationship with parents is very strong and they are pleased with the school and what it offers. They say their children settle quickly and thrive.
- The school benefits from being part of the federation in many ways. Staff work with others teaching similar age groups, sharing planning and ideas. They have good opportunities to take on leadership roles and improve their professional skills and careers. Pupils say they enjoy opportunities to work together, such as in the Year 6 'masterclass'.
- The school has made good use of the support that is available in its 'local cluster' of schools. For example, it has used these links very effectively to improve the teaching and management of special educational needs.
- The local authority recognises the school is performing well and consequently its involvement has been limited but appropriate.
- **The governance of the school:**
 - Governors from the different federated schools have 'gelled' very quickly to form a highly effective team. They share and understand the school's vision, particularly for the attitudes they are trying to create in pupils. They are active, forward-thinking and very well organised so they know the school's strengths and areas for improvement very accurately, and are able to support the school well. Every governor has a deep understanding of data, particularly about pupils' progress, and uses this to ask searching questions of school leaders and ensure all pupils do as well as they could. Regular training helps them fulfil their roles. They know how extra funding, such as pupil premium, is used and the impact it makes. They have an accurate understanding of the quality of teaching, the role of performance management, and how pay is linked to performance. They have already faced tough decisions and tackled underperformance. The governors make sure the school meets all legal requirements, including those relating to safeguarding.

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	138796
Local authority	Norfolk
Inspection number	439929

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	John Burrows
Headteacher	Mary Dolan
Date of previous school inspection	Not previously inspected
Telephone number	01263 588230
Fax number	01263 588622
Email address	office@kelling.norfolk.sch.uk

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