

# Kellington Primary School

## Inspection report

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Unique Reference Number	121462
Local authority	North Yorkshire
Inspection number	327494
Inspection dates	24–25 June 2009
Reporting inspector	Amraz Ali HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	138
Appropriate authority	The governing body
Chair	Mr K Gaines
Headteacher	Mrs Penny Percival
Date of previous school inspection	February 2006
School address	Roall Lane Kellington Goole DN14 0NY
Telephone number	01977 661127
Fax number	01977 661127
Email address	admin@kellington.n-yorks.sch.uk

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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors. The inspector visited eight lessons, and held meetings with governors, staff, groups of pupils, and parents. He observed the school's work throughout the two days including lunchtimes, playtimes and assemblies. He looked at the school's plans for improvement, schemes of work and lesson plans, pupils' work books, pupils' reports, the school's assessment data, minutes of governors meetings and 47 parental questionnaires.

The inspector reviewed many aspects of the school's work and looked in detail at the following.

- Pupils' achievement, particularly pupils of Traveller heritage and girls in mathematics.
- How effectively the teaching and the curriculum meet the needs of all pupils in the mixed-age classes, particularly the degree of challenge for the most able.
- The independence and self-reliance of pupils in their learning and personal development.
- The effectiveness of safeguarding arrangements at the school.
- The effectiveness of leadership and management at all levels in ensuring that there is good capacity for sustained improvement.

## Information about the school

This smaller-than-average primary school serves the village of Kellington and surrounding villages and hamlets. It serves a population with mixed social and economic backgrounds. Almost all pupils are White British, with a small number of minority ethnic pupils, all of whom speak English. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Around 10% are pupils of Traveller heritage. Early Years Foundation Stage provision is provided in a Nursery each morning and in a Reception class.

The school has received a number of local and national awards including Healthy School Status, the North Yorkshire Inclusion Mark and the Activemark for its work in physical education.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

## Main findings

Kellington Primary School provides a good quality of education for its pupils, with some outstanding features and outcomes. Impressive improvements have been made since the previous inspection under the very good leadership of the headteacher, in partnership with governors and the whole staff. Good provision and good care, guidance and support, along with the very inclusive nature of the school, ensure that pupils are valued as individuals and all are fully included in the life of the school. The degree to which pupils adopt healthy lifestyles and make a positive contribution to the school and local community are outstanding. Partnerships with other schools and outside agencies are a particular strength. This benefits pupils' learning and adds to the wide range of extra-curricular opportunities. Parents value the school and recognise the many improvements that have been made. 'We know the school is going from strength-to-strength', sums up the views of many parents.

Pupils' learning and progress are good. When children start in the Nursery, their knowledge and skills are wide and varied, but are generally below what is typical for their age, and their skills in communication, language and literacy are often well below. By the time pupils leave in Year 6, standards are broadly average. While this represents good progress overall from their starting points, the rate of progress is uneven as pupils move through the school. It is particularly strong in the Nursery and in Years 5 and 6. Standards have improved in Year 6 since the previous inspection, particularly in English, and the proportion reaching the higher Level 5 in both English and mathematics has increased. However, mathematics remains a relative weakness. Inspection evidence shows that, across the school, pupils are making good progress, but for some pupils, especially girls, progress in mathematics lags behind their progress in reading and writing. Pupils who have learning difficulties and/or disabilities and those of Traveller heritage make good progress from their starting points overall, but this varies depending on how long they have been at the school.

The quality of teaching and learning is good overall, but varies. Typical, good features include very good relationships and clear expectations which impact positively on pupils' behaviour and attitudes to learning and which, in turn, enhance progress. Activities are usually well planned to meet the full range of pupils' abilities and interests, including providing challenge for the most able pupils, to promote good learning. However, in a small number of lessons, expectations and the tailoring of tasks to meet the needs of all pupils are not as strong and, consequently, learning slows. Although learning and progress are good overall, the quality of pupils work varies and sometimes presentation and handwriting are poor. The good curriculum provides a broad and balanced range of activities with a strong focus on science and

physical education. Information and communication technology (ICT) is a particular strength and pupils use their good ICT skills in many subjects. The curriculum makes a particularly strong contribution to pupils' personal development and helps them to develop into polite and confident young people. There are good opportunities for pupils to learn about other cultures and they gain good first-hand experiences through trips to places of interest and from visitors to the school. These good personal qualities, combined with secure academic skills, good ICT skills and positive attitudes to learning, give pupils a good foundation for their future education and economic well-being.

Good improvements in almost all areas of the school's work and improved outcomes for pupils since the previous inspection demonstrate that there is good capacity to improve further. The effectiveness of the subject leadership has been improved and is now good, which has helped to bring about improvements to the quality of teaching and learning. Much work has been done to engage with parents in order to improve attendance, which was judged to be inadequate at the time of the previous inspection; year-on-year improvements mean that attendance is now average.

## What does the school need to do to improve further

- Improve standards and progress in mathematics across the school, particularly for girls by:
  - developing the use of targets for Key Instant Recall of Facts (KIRFs) to secure basic number skills for all pupils in the four operations
  - identify any pupils who are making less than the expected levels of progress promptly and provide extra support for these pupils
  - develop pupils' problem solving skills and understanding of specific mathematical language further.
- Improve the quality of teaching and learning so that it is more consistently like the best by:
  - sharing the good and outstanding practice and identifying training needs of teachers
  - ensuring expectations are high enough and tasks are tailored to meet the needs of all pupils
  - monitoring closely the impact of the teaching on learning.
- Improve the quality of presentation and handwriting by:
  - implementing the cursive handwriting policy
  - developing further the children's fine motor skills in the Early Years Foundation Stage
  - insisting that pupils always review the quality of their work to ensure that it is the best that they can make it.

## Outcomes for individuals and groups of pupils

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Outcomes for pupils are good overall and some aspects they are outstanding. Pupils' learning and progress are good in most lessons. Their enjoyment and achievement in school are good so that, by the time they reach Year 6, their standards are broadly

average. Pupils' learning and progress throughout Key Stage 1 are good. The standards attained at the end of Year 2 are now average, reflecting an improvement since the last inspection. In Key Stage 2, pupils' learning is good and improvement in reading and writing has brought strong gains in English, particularly in their last two years at the school. Across the school, progress in mathematics is not quite as strong as it is in English, particularly for some girls. Pupils who have learning difficulties and/or disabilities make good progress overall, because they receive appropriately planned support. Although the standards reached by pupils of Traveller heritage are a little lower than their peers, the progress they make from their starting points is, nonetheless, good.

Pupils say that they feel safe and are very happy in school. They behave well, both in lessons and around the school; they are polite and treat each other with respect. Healthy Schools status and the Activemark award reflect pupils' strong commitment to healthy living. Pupils are very knowledgeable about the importance of a healthy diet and they show high levels of enthusiasm for the many sporting and outdoor activities. Their contribution to the school and the wider community is outstanding. The school council represents pupils from all year groups. They have used their budget well to purchase playtime resources and they have taken steps to make other improvements to the school. For example, following their observations of lunchtimes, they have introduced some new rules for the dining room. They have introduced and run a healthy tuck shop, which is very popular with pupils. Pupils enthusiastically take on responsibilities within school, for example, helping in assemblies, at lunchtimes and as playground leaders. They have raised money for local, national and international charities.

Pupils' spiritual, moral, social and cultural development is good overall; their social development is a particular strength. Pupils get on very well together and the inclusive nature of the school means that all pupils feel valued and part of the school community. They have a good understanding of right and wrong. Pupils are accepting of other people's differences and are aware of the diverse cultures, communities and religions found around the world. Their understanding and experience of the diverse nature of communities in Britain is developing. Attendance has improved year-on-year and is now broadly average, and for many pupils it is good. However, there remains a very small number of parents for whom school attendance is not a high priority. Pupils' good attitudes to learning, their good social skills and sound grasp of basic skills prepare them well for their future education.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	1

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Pupils' attendance <sup>1</sup>	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## How effective is the provision?

The quality of teaching is good, but there is some variation across the school. Typically, very good relationships and clear expectations ensure that pupils know exactly what is expected of them. Consequently, they work well and their behaviour is good. Work is well matched to the needs and abilities of pupils and lessons now routinely include challenge for the most able pupils. Planned activities generally interest pupils and add to pupils' enjoyment of school, for example designing and making pamphlets to advertise a local hotel in English and planning and costing a holiday in mathematics. Learning objectives are regularly shared with pupils along with the teachers' success criteria or as pupils refer to them, WAGALLs, 'what a good answer looks like', which helps pupils to achieve well. Good support from teaching assistants, often targeted on those pupils who need extra help or those with learning difficulties and/or disabilities, makes a very effective contribution to learning. However, on some occasions expectations are not high and work is not well matched to pupils' needs and learning slows. The practice of getting pupils to use 'talk partners' to explain their ideas in lessons is usually helpful, but on a small number of occasions not all pupils benefit from this. While pupils' learning and progress are good overall and this is clearly shown in pupils work books, the presentation of some work and handwriting is variable and sometimes poor. The use of assessment is good, as is the close tracking of pupils' levels and progress. The use of targets is helping pupils to know what they need to do to improve their levels of attainment. Marking is positive and encouraging and is increasingly being used to identify what pupils need to do to improve their work.

The good curriculum is broad and balanced and has particular strengths in its extra-curricular and enrichment activities. Pupils' spiritual, moral, social and cultural development is well served by, for example, the implementation of the social and emotional aspects of learning (SEAL) programme. The needs of mixed-age classes are generally met well, because learning activities are planned based on the skills that pupils need to continue to learn. The school has rightly identified the need to improve pupils' computation skills and has introduced regular times for pupils to practice their KIRFS. Pupils say that they particularly enjoy the wide range of sporting activities that are available to them. They study a suitable range of world religions, including Christianity. A strength is the wide range of well-targeted interventions that are used to support particular groups of pupils, for example, the personal and social education intervention which has had a positive impact on the self-esteem and confidence of pupils. Good use is made of ICT and pupils' ICT skills are much improved from the time of the previous inspection.

This is a very caring school where staff know pupils and their families well. There are some good examples of care and support for individual pupils, which have helped these pupils to improve their learning. The school's very inclusive ethos along with clear expectations provides pupils with good advice and guidance ensures that pupils

learn, work and play well together. Good guidance has been provided to parents to engage them in helping to raise pupils' attendance, which is now much improved. There are signs that the school's good work is continuing to encourage pupils to attend school regularly.

*These are the grades for the quality of provision*

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

The headteacher's drive and ambitions for the school, along with an honest and accurate self-evaluation, have been key elements in the school's recent improvements. One of the key successes has been in uniting the staff to provide a very inclusive school where equality of opportunity is good and ensures that all pupils feel included. Systems for school improvement planning and for monitoring the impact of planned developments are good. Senior and middle leaders have high aspirations for the school and its future. The quality of middle leadership has been improved since the previous inspection and is now good, because staff have clear roles and responsibilities. Target-setting is realistic, yet challenging, and outcomes for pupils are good or better. Safeguarding arrangements are good. Effective steps are taken to ensure that the school is a safe and healthy environment and regular checks are made to minimise risks. Good procedures are followed and well documented for all educational visits. The school's work and relationships with parents are good; for example, parents value the regular newsletters and their views are regularly sought and acted upon.

The governors are fully committed to supporting the work of the school and they know the school's strengths and relative weaknesses. They have been very supportive of the headteacher and the recent changes, and challenge the work of the school. They are clear about their role in safeguarding pupils. The school leadership knows the community well and has used this information well to plan sensible strategies to promote community cohesion, for example in the choice of world and religions that pupils study. The very successful partnerships benefit pupils, for example, the school's work with the sports partnership is helping to provide sport and healthy lifestyles. The school provides good value for money.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1

The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Children are happy and settle well into the Nursery. Parents appreciate the care provided for their children. Standards on entry are wide and varied, though they are generally below what is typical for children of this age. Skills in communication language and literacy, however, are usually lower. Children make good progress, whatever their individual starting points, and achieve well in all areas of learning, but particularly in their personal development and in speaking and listening skills. The quality of teaching is good overall; the staff work well to provide a happy and positive learning environment that ensures that children's confidence and independence is developed well. On the whole, staff are confident and communicate their high expectations to children. The use of questioning is good and staff routinely repeat correctly what pupils have said in order to provide a good model of spoken language.

The well-resourced, bright and stimulating learning environment, both indoors and outdoors, helps children to make good progress, both academically and in their personal, social and emotional development. However, children in the Reception class are not always given access to the outdoor activities. There is a good range of activities, including those which children choose to do alone, such as using binoculars to make observations and digital cameras to record what they see in the area created to attract mini-beasts. Occasionally, all of the Nursery children are taught together, for example, for number and counting activities, but this does not always meet the needs of the different ability groups appropriately. Parents are kept well informed about their children's progress and their achievements, and they are encouraged to become involved in their children's learning. The leadership of the Early Years Foundation Stage is good.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

Around a third of the questionnaires received contained additional comments. Around 20 parents and grandparents spoke with the inspector at the end of the school day, as they collected their children. Almost all parents who responded to the questionnaires are positive about the school. They regard the school as caring and supportive and the staff as approachable. Comments such as, 'My children enjoy school' and 'children are offered a wide range of experiences' reflect the levels of satisfaction that parents expressed about the school. Parents told the inspector that they know their children are safe in school and are well cared for. Parents appreciate the many improvements that have taken place. However, of the small number of criticisms offered, most related to concerns about behaviour and/or to the way that parents are informed about their children's progress. Parents may be reassured that no challenging behaviour was observed during the inspection and overall behaviour was judged to be good. The inspection concluded that the school works well with parents and provides an annual report about pupils' progress along with opportunities for parents to discuss this with teachers.

Ofsted invited all of the registered parents and carers of pupils registered at Kellington Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspector received 47 completed questionnaires. In total, there are 138 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	35	12	0	0

## 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. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
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. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 headteacher, to identifying priorities, directing and motivating staff and running the school.



26 June 2009

Dear Pupils

Inspection of Kellington Primary School, Goole, DN14 0NY

Thank you all so much for the very warm welcome you gave me when I came to inspect your school. I really enjoyed speaking to many of you and particularly enjoyed your enthusiastic singing of 'Give Me Joy in My Heart' in assembly. You told me that you all enjoy coming to your school so much and I could see why you enjoy all of the interesting activities that are on offer. You will not be surprised when I tell you that I judged your school to be providing you with a good quality of education and some things are outstanding. The headteacher and all of the staff have worked very hard to make many improvements since the previous inspection. They provide interesting lessons and help you to learn and make good progress, which was clear from the work that I saw. You benefit from visits to local places of interest and you learn about other cultures as well. You are very enthusiastic about your work and keen to achieve your targets. All of the adults help you to become sensible and responsible young people. Your attendance has improved and is now broadly average. You are fortunate to have such an interesting and exciting playground and school grounds.

All of the staff and governors are keen for you to get the very best education possible. I have agreed some ways with your headteacher which can make things even better for you. This includes improving the standards and progress of some pupils in mathematics, particularly for some girls, making teaching more consistently like the best teaching that I saw, and improving the quality of presentation of some work and handwriting. You have your part to play as well, especially by attending well and working on your handwriting and presentation, which I am sure you will want to do.

Yours faithfully

Amraz Ali  
Her Majesty's Inspector

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