

Inspection of a good school: Kelsey Primary School

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

Inspection date:

7 February 2023

Outcome

Kelsey Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending Kelsey Primary School. Leaders have created a curriculum that focuses on helping pupils to become 'globally aware', 'culturally aware' and 'self-aware'. Staff help pupils to develop the knowledge they need in order to be ready for the next stage of their education. Pupils achieve well.

Leaders have high expectations of pupils' behaviour. Pupils know the school's values of 'responsibility', 'determination' and 'respect' well. They demonstrate these values in their actions and their interactions with one another. Pupils say that when new arrivals join the school, they receive a warm 'Kelsey welcome'. Pupils are not concerned about bullying. They know that they can share any worries they have with adults. They are confident that adults would take their concerns seriously. Pupils say that they feel safe.

Pupils benefit from a range of wider opportunities. Most pupils in the school take part in at least one club every week. Clubs cover a range of interests, including drama, football, gardening and dance. Pupils hear from external speakers, including authors and representatives from different religious communities. They enjoy visits to places of interest connected with what they study in their lessons, such as the National Space Centre.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum. They have identified the important knowledge they want pupils to learn. They have ensured that pupils learn new knowledge in a logical order and that they have opportunities to revisit prior learning. This enables most pupils to build their understanding well across a range of subjects over time. Leaders have considered what pupils will study when they move on to secondary school. They have taken account of this when considering what pupils should learn in their time at Kelsey Primary School.

In some subjects, pupils do not receive regular opportunities to develop their ability to think critically, such as thinking as a historian or a scientist would. For example, pupils do not have the opportunity to consider different approaches that they can adopt when undertaking scientific experiments. This can limit how well pupils think about the different ways they can learn, including independently.

Children in early years benefit from a well-organised curriculum. Leaders have not identified the knowledge that Nursery-age children will learn in the same level of detail as for other year groups, including Reception Year.

Teachers follow the planned curriculum. They share important knowledge clearly during their teaching. In lessons, teachers regularly check pupils' understanding. They provide pupils with opportunities to refine their work.

Leaders have adopted a logically sequenced phonics scheme. All staff have received training in how to teach children to learn to read. Pupils enjoy reading. Children begin to learn to read from the beginning of their time in early years. They, and pupils in key stage 1, quickly learn to identify sounds and read words. They take home books based on the sounds they know, as well as books to read for pleasure with adults.

There are effective systems in place to identify accurately and promptly the needs of pupils with special educational needs and/or disabilities (SEND). In lessons, pupils with SEND receive support from adults to ensure that they can access all areas of learning. Pupils with SEND study the same curriculum as their peers. These pupils are not always supported to develop the skills of independent learning as quickly as they could be.

Pupils are attentive in lessons. They have positive attitudes towards learning. Staff help children in early years to settle quickly into routines. Children in the Reception class act as good role models for Nursery-age children.

Pupils develop their cultural awareness well. Leaders have established a link that allows pupils to communicate with pupils in a school in Uganda. This enables pupils to learn about Ugandan culture. Pupils have secure knowledge of some of the major world faiths. They learn about protected characteristics, British values and keeping themselves safe. They are respectful of difference. Pupils have opportunities to develop their leadership skills. They can become members of the environment team and the animal welfare team.

Leaders and governors have a clear vision for how they want to develop the school further. Subject leaders work with subject associations and wider agencies to develop their knowledge and confidence. They say that they can ask for additional time to fulfil their roles when necessary. Staff are positive about the support they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. They follow three principles of safeguarding: it could happen in our community; it is everyone's responsibility; and

information-sharing is crucial. Staff know how to report concerns and do so when necessary.

Leaders have ensured that all staff have completed safeguarding training. They act swiftly when they identify safeguarding concerns. Leaders demonstrate tenacity when they feel that wider agencies could provide further support for pupils at risk of harm.

Pupils learn about how to keep themselves safe. Some pupils act as junior safety officers and deliver assemblies focused on online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils, including pupils with SEND, do not always have opportunities to consider the most complex knowledge, including that which makes, for example, effective scientists or historians. As a result, pupils do not always develop their critical thinking, and their thinking about the different ways they can learn, as well as they could. Leaders should ensure that teachers have the knowledge and confidence to be able to teach complex subject matter in such a way as to allow pupils to build on previous learning and engage in the study of complex ideas.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120469
Local authority	Lincolnshire
Inspection number	10268928
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair of governing body	Mark Reece
Headteacher	Andrew Cook
Website	www.kelseyprimary.co.uk
Date of previous inspection	1 February 2018, under section 8 of the Education Act 2005

Information about this school

- The coordinator for SEND provision took up her post four weeks before the inspection.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading mathematics and science. As part of deep-dive activities, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with the curriculum leader for religious education and history. They checked curriculum documentation for music and Spanish.
- The lead inspector listened to pupils from Years 1, 2 and 3 reading to a known adult.

- Inspectors met with those responsible for the provision for pupils with SEND, personal development, and behaviour and attendance.
- To evaluate the school's safeguarding practice, inspectors reviewed the single central record and relevant safeguarding documentation. Inspectors met with leaders and members of staff to discuss safeguarding procedures.
- The lead inspector met with members of the governing body. He spoke on the telephone with a representative from the local authority.
- Inspectors spoke with staff about workload and well-being.
- Inspectors considered the responses to the online survey for parents and carers, Ofsted Parent View.

Inspection team

Matthew Fearn-Davies, lead inspector

His Majesty's Inspector

Rebecca Jackson

Ofsted Inspector

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