

Inspection of Kellington Primary School

Roall Lane, Kellington, Goole, North Yorkshire DN14 0NY

Inspection dates:	17 and 18 June 2025
The quality of education	Good
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The executive headteacher of this school is Melanie Lawrence. This school is part of The STAR Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ian Yapp, and overseen by a board of trustees, chaired by Nick Sheppard.

What is it like to attend this school?

Kellington Primary School has improved significantly since the last inspection. The school has worked effectively to ensure that all staff have high standards so that pupils achieve well. It is a caring and inclusive school. The 'Kellington Way' promotes strong values, such as kindness, respect and hard work. Most pupils understand and live out these values. Positive relationships and a deep understanding of pupils and their needs are central to the school's work.

The school has worked successfully to raise the expectations for pupils' behaviour. The school provides pupils with a positive environment that is conducive to learning. It is calm and orderly. While the majority of pupils rise to the school's increased expectations, a small number of older pupils do not.

At social times, pupils play happily, creatively and energetically. The school has invested in its outdoor facilities. This is helping pupils to develop their wider social, problem-solving and risk-assessment skills. For example, pupils can play in the sandpit, build dens and play sports. Pupils' personal development is integral to the school's work. The school has developed a comprehensive programme that supports pupils with their mental health, well-being and self-esteem very well.

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

The school's curriculum is ambitious. In most cases, the curriculum sets out what pupils should know and learn as they progress through the school. However, in some aspects of the key stage 2 reading curriculum, it is not consistently clear what pupils are expected to learn and when. This means that some pupils do not have the depth of knowledge they need for the next stage of their learning.

The approach the school takes to teaching phonics is consistent. Teachers check pupils' phonics knowledge regularly. They accurately identify those who need additional support. The school uses effective strategies to ensure that these pupils catch up. These include helping older pupils to develop their fluency and comprehension skills successfully.

Teachers have secure subject knowledge. They use it to ask probing questions and to check pupils' understanding. The school promotes pupils' oracy through regular opportunities to discuss ideas with their 'shoulder partners'. This helps build pupils' confidence and communication skills.

The school is ambitious for pupils with special educational needs and/or disabilities (SEND). It accurately identifies pupils with SEND. Staff receive regular training. They use this training to implement support plans consistently. This ensures that pupils' needs are met and that they achieve well.

Children in the early years foundation stage make a positive start to their education. They enjoy their time in the setting. It is stimulating and engaging. There is a wide range of

well-planned opportunities that help children to deepen and practise what they know. Staff support children to develop their language and communication skills consistently.

Most pupils are well-mannered and respectful. They follow the school rules and behave well in lessons and around school. However, a small number of older pupils sometimes break the school rules. At times, their behaviour disrupts learning. Some of these pupils are not motivated by the school's reward system. Some staff do not apply the behaviour policy consistently. As a result, the sanctions used do not have the desired impact. This means that some pupils' behaviour continues to disrupt lessons, which affects the learning of others.

Attendance is a priority at the school. Staff track absence closely. The school has taken appropriate steps to bring about improvements. However, too many pupils still do not attend school often enough. These pupils have gaps in their learning. They do not benefit from the high-quality opportunities that the school offers.

The school has developed a wide-ranging programme to support pupils' personal development. Pupils take part in residential visits to develop their independence and resilience. They play an active part in their community. For example, they sing at a local care home, raise money for charity and older pupils enjoy being 'buddies' to younger pupils. The school provides pupils with meaningful opportunities to learn outdoors to help them develop their sense of awe and wonder in the natural world. For example, many pupils enjoyed a recent overnight stargazing event and visits to the village allotments. Pupils have a confident, age-appropriate understanding of healthy relationships and how to stay safe online. 'Future Fridays' promote different careers effectively. This work is helping to raise pupils' aspirations.

The school is well led and managed. Leaders have been steadfast in their commitment to improving the school. Staff feel valued. They appreciate that leaders prioritise their workload and well-being. Those responsible for governance fulfil their statutory duties well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are inconsistencies in how the school's behaviour strategies are implemented for older pupils. As a result, they do not have the intended impact. This contributes to variation in some pupils' attitudes to learning, and, at times, lessons are disrupted. The school should ensure that the behaviour policy is applied consistently and continue to refine its behaviour support strategies so that pupils meet the school's high expectations for behaviour and conduct.

- Attendance rates are too low and too many pupils are persistently absent. Some pupils are not forming good attendance habits and, as a result, have gaps in their learning. The school should ensure that attendance remains a high priority and that families receive support to reduce absence further.
- Some aspects of the key stage 2 reading curriculum are not planned in sufficient detail. The school has not considered precisely enough what pupils need to know over time. As a result, some older pupils do not develop the depth of reading knowledge required to achieve well. The school should ensure that the reading curriculum is clearly and carefully designed so that pupils build their knowledge securely over time.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146006
Local authority	North Yorkshire
Inspection number	10379406
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	Board of trustees
Chair of trust	Nick Sheppard
CEO of the trust	Ian Yapp
Headteacher	Melanie Lawrence
Website	www.kellington.n-yorks.sch.uk
Dates of previous inspection	29 and 30 November 2022, under section 5 of the Education Act 2005

Information about this school

- The school is a member of The STAR Multi Academy Trust.
- The school does not use any alternative provision.
- The school runs its own breakfast club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with various leaders from the school and from the trust. The lead inspector met with members of the local governing body and the board of the trustees. Inspectors reviewed documentation relating to governance, including minutes from governor meetings.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils formally during the inspection and spoke with them at social times and in lessons.
- Inspectors met with groups of staff formally during the inspection and spoke with them throughout the inspection. Inspectors also considered the opinions expressed through the staff survey.
- The lead inspector took account of responses to the Ofsted Parent View survey, including the free-text responses.

Inspection team

Dan McKeating, lead inspector

His Majesty's Inspector

Karen Smith

Ofsted Inspector

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