

Holbeach Bank Primary School

Roman Bank, Holbeach Bank, Spalding, PE12 8BX

Inspection dates 4–5 July 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make good progress throughout the school. Standards at Key Stage 2 were below average in English and mathematics in 2012.
- Teachers do not have high enough expectations for pupils' handwriting and presentation. Errors are not always corrected and there are not regular opportunities to write at length. Skills of addition, subtraction, multiplication and division are not taught in a progressive way and not regularly used in problem solving.
- There are too few opportunities for pupils to work by themselves or in small groups and to comment on their work. Sometimes work is not at the right level so it is too easy or too hard and pupils do not know their next steps to help them improve their work.
- Leaders, managers and governors have not ensured that teaching and pupils' achievement have improved enough since the previous inspection to become good.
- Assessment information is not always accurate, understood by all staff and used to identify pupils at risk of falling behind so they can be given extra help. Leaders and governors cannot be sure whether the action taken is making a difference to pupils' rate of progress.
- Leadership is reliant on the executive headteacher and is not developed at all levels so other staff have a role in monitoring and developing teaching in different subjects.

The school has the following strengths

- The executive headteacher has quickly identified the strengths and areas for development in the school and actions are already making a difference to the quality of teaching and accelerating pupils' progress.
- Governance has been strengthened and governors have visited to check that actions taken have made a difference to teaching and pupils' achievement.
- Pupils behave well around the site and in lessons. They are polite and courteous and help each other. Pupils say they feel safe in school.

Information about this inspection

- The inspector observed six lessons, all jointly with the executive headteacher, and the inspector observed the executive headteacher giving feedback to staff about pupils' learning and progress in lessons. Other shorter visits to lessons were made to look at different aspects of the school's work.
- The inspector attended two assemblies, listened to pupils read and looked at pupils' work.
- Meetings were held with the executive headteacher, the Chair of the Governing Body and two other governors, pupils and a local authority representative.
- The inspector took into account correspondence from parents, the 11 responses to the online Parent View survey, spoke to parents as they brought their children to school and to a parent on the telephone.
- The 11 responses to the staff questionnaire were also analysed.
- The inspector reviewed the school's information on pupils' progress, records related to the management of staff performance and the monitoring of teaching, plans for improvement, the minutes of meetings of the governing body, safeguarding and behaviour documentation.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The very large majority of pupils are White British and there are a few from Romany or Gypsy backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, pupils cared for by the local authority and those from service families) is below average.
- The proportion of pupils who join or leave the school at times other than the usual admission dates is above average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Pupils are taught in three mixed-age classes: class one has Reception and Year 1; class two has Years 2 to 4 and class three has Years 4 to 6.
- The school is part of a soft federation with Fleet Wood Lane Primary School. An executive headteacher was appointed in January 2013 and a new Chair of the Governing Body in April 2013. A head of school will take up his post in September 2013.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better by ensuring that:
 - pupils have more opportunities in lessons to work by themselves or in small groups
 - pupils have time to share their work with others and to comment on each other's work
 - work is pitched at the right level for all pupils so it is not too easy or too hard
 - pupils are given the next steps for improving their work in marking and in feedback during lessons.
- Raise achievement by improving standards at Key Stage 2 so they are broadly average in English and mathematics by ensuring:
 - common errors in spelling, grammar and punctuation are corrected
 - there are higher expectations for pupils' handwriting and the presentation of pupils' work
 - pupils have more opportunities to write at length in literacy lessons and in other subjects
 - the key skills of addition, subtraction, multiplication and division are taught in a progressive way
 - pupils have more opportunities to apply their mathematical skills to investigative work or problem solving.
- Improve leadership and management by:
 - making sure that assessment of pupils' progress and attainment is accurate and understood by all staff so pupils at risk of falling behind are identified early, given extra help and leaders and governors check that these actions make a difference to how well pupils' achieve
 - developing leadership below senior level so more staff are involved in monitoring and developing teaching in different subjects throughout the school.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make consistently good progress throughout the school. Standards dropped at Key Stage 2 in 2012 in both English and mathematics and were below average.
- Common errors in pupils' spelling, grammar and punctuation are not always corrected and staff do not have high enough expectations for pupils' handwriting and the presentation of work. Pupils do not have opportunities to write at length regularly in literacy lessons or in other subjects to develop their writing skills.
- In mathematics, the key skills of addition, subtraction, multiplication and division are not always taught in a progressive way. Consequently, pupils sometimes repeat work or study topics in an order which does not help them make the best progress. Pupils do not have enough opportunities to apply their mathematical skills to investigative work and to problem solving to make sure they understand what they have learnt.
- Disabled pupils and those who have special educational needs receive additional help in lessons. Progress for these pupils is mixed, and they do not make consistently good progress across the school. The progress of White British pupils, Romany or Gypsy pupils, and those who enter the school at other than the usual time make similarly erratic progress. Consequently, equal opportunity is not assured for pupils to learn and make good progress throughout the school.
- There were not enough Year 6 pupils in 2012 known to be eligible for support from the pupil premium to comment, reliably, on their attainment in English and mathematics. Support for eligible pupils across the school has been more focused this year and their progress is improving. Pupils receive additional help in lessons, one-to-one tuition and 'booster' sessions. In the current Year 6, progress for eligible pupils is good.
- Children's skills and knowledge on entry to the school are usually below those typical for their age, although there is some variation year to year due to the small numbers involved. In 2012, outcomes at the end of Reception were broadly average. In the current year, half the children are expected to reach the required standard.
- Pupils enjoy reading and are able to sound out parts of words to help them read. Younger pupils understand how books work and can use pictures to help them understand the text. School testing this year shows that some pupils were working at lower levels than reported in the phonics (letters and their sounds) screening check last year. The school has focused on teaching reading in groups where pupils are of similar ability and this has proved effective in helping pupils catch up throughout the year.
- Standards at Key Stage 1 improved in 2012 and were ahead of national results in reading, writing and mathematics. School data show a similar proportion reached the expected level in reading and mathematics in the current year, although only a few pupils reached the higher levels. Writing has improved with most pupils reaching the expected level and a few reaching the higher level. School tracking of pupils' performance shows progress is accelerating and standards at Key Stage 2 are improving with the majority of current pupils reaching the expected standard in English and mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good enough to enable pupils to make good progress throughout the school. Pupils do not have enough opportunities to work by themselves or in small groups because introductions to learning in lessons sometimes take too long and there are too few opportunities for pupils to share their work with others and to comment on each other's work so they can learn from each other.
- Work is sometimes pitched at one level so it is too easy for more-able pupils and too hard for less-able pupils. In whole-class sessions, the work undertaken is often at one level and this limits the progress made by many pupils. Marking has improved recently, but pupils do not routinely know what they need to do to improve their work from marking or from feedback in lessons to help them make the most progress.
- Disabled pupils and those who have special educational needs are given extra help in lessons. Where this is most effective, teachers plan work which helps these pupils access the learning intended. For example, in a successful Years 2 to 4 mathematics lesson, these pupils used information and communication technology to design bar charts on information they had collected. The teaching assistant skilfully questioned the pupils about what the data showed, which helped them to make good progress.
- There are positive relationships between teachers and pupils in lessons. Pupils follow instructions swiftly and move quickly between activities. Staff have good subject knowledge and try to make subjects interesting. For example, in a Years 4 to 6 lesson, the caretaker acted the part of a witness for pupils to question in preparation for writing a newspaper report. The pupils thoroughly enjoyed the activity.

The behaviour and safety of pupils are good

- Pupils are well behaved around the school site, in lessons, in assemblies and in the playground. School records show that this is usually the case as there are few incidents of poor behaviour over time and no racist incidents. The school is effective in promoting positive relationships and ensuring there is no discrimination.
- Pupils are courteous and polite and helpful to each other. They have positive attitudes to learning and work well with each other in lessons. The vast majority of parents are sure that behaviour is well managed, bullying is dealt with effectively and that their children feel safe in school. All staff say behaviour is good in the school and that it is consistently well managed. Inspection findings endorse these views.
- Pupils say that behaviour is usually good. They say they are 'not perfect' and sometimes there is some falling out, but that this only happens occasionally. They say they feel safe in school, that bullying is not a problem and that staff are helpful to them. They recognise different forms of bullying, such as repeated verbal or physical bullying and cyber bullying, but say it is rare in the school.
- Pupils are positive about the rewards they receive for good work, behaviour and attendance including house points, 'yellow tickets', certificates and letters. Attendance has continued to improve and most pupils attend regularly. Low numbers in the school mean that very small numbers of pupils who have been absent for medical issues adversely affect the school's attendance data. The school works well with families where attendance is regularly lower, and attendance is improving for these pupils. Pupils are routinely punctual to school and to lessons.

The leadership and management requires improvement

- Leadership and management require improvement because they have not yet made teaching and achievement consistently good. Assessment of progress is not always accurate and so cannot be reliably used by all staff to identify pupils at risk of falling behind and give them extra help. Leaders and governors cannot rely on this information to make sure that any action taken is making the difference intended to accelerate pupils' progress.
- The executive headteacher has quickly established the strengths and areas for development in the school. An action plan for improvement has been drawn up with two priorities accurately focused on the most important areas. Expectations of what staff should be helping pupils to achieve are much higher, and improvements are already being made to pupils' progress, which is accelerating.
- The management of staff performance is linked to the national standards expected of teachers. Targets have been adjusted this year so they are more rigorous and linked to pupils' achievement. Teachers are given clear feedback about their teaching and points for improvement are now followed up in later observations. Consequently, teaching is improving across the school and inadequate teaching has been eradicated. However, staff with responsibility below senior level are not involved enough in monitoring and developing teaching across different subjects.
- Reading, writing and mathematics are given appropriate priority among the subjects taught. However, there are not enough opportunities to develop writing across subjects, and mathematics is not developed progressively throughout the school. Pupils' spiritual, moral and social development is well promoted in assemblies and through links with the partner school, including the recent curriculum day with opportunities to work with other pupils on different activities – including setting poems to music. Pupils also have the opportunity to attend events with schools in the local partnership and have attended a 'puzzle day' and a school council day.
- The local authority provided effective support following the drop in standards in 2012. It brokered the partnership with a good school and the appointment of an executive headteacher.
- **The governance of the school:**
 - Governance has been strengthened with the appointment of a new Chair of the Governing Body and three other governors with educational expertise. Governors have a good understanding of published progress data and receive updates from the headteacher about pupils' progress – including that of those eligible for pupil premium support. They discuss how this funding is being spent and have worked with the headteacher to make decisions about staffing and class structure. They know what the quality of teaching is in the school and where underperformance has been tackled. They have visited to look at pupils' work and talk to pupils so they can see for themselves the improvements being made. Pay awards are now linked to teachers' performance in enabling pupils to make good progress. Governors receive regular training within the local collaborative partnership of schools and have opportunities to share expertise. They ensure safeguarding meets statutory 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	120413
Local authority	Lincolnshire
Inspection number	401932

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Pamela Elton
Headteacher	Christine Wright (Executive Headteacher)
Date of previous school inspection	23 September 2009
Telephone number	01406 423375
Fax number	01406 423375
Email address	enquiries@holbeachbank.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

