

Killingholme Primary School

School Road, South Killingholme, Immingham, Lincolnshire DN40 3HX

Inspection dates

7–8 February 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Changes to staffing and leadership since the school was last inspected have affected the school's improvement journey. Leaders and governors have not maintained good progress in key stage 1 and 2 in reading and mathematics.
- Leaders do not evaluate the impact of their actions on pupils' achievement sufficiently. Consequently, governors do not have enough information about the progress of pupil groups to effectively hold leaders to account.
- Leadership of provision for pupils who have special educational needs and/or disabilities is not effective in evaluating and increasing the impact of the support pupils receive.
- Too few pupils meet the standards that are expected of them by the end of key stage 2. Differences in attainment between disadvantaged pupils and other pupils nationally remain wide.
- Teaching is not resulting in enough pupils, especially the most able, reaching the higher standards. Work lacks enough challenge.

The school has the following strengths

- The school is improving after a period of staffing instability. A stronger leadership team has been established. Weaker teaching that existed has been eradicated and an almost entirely new team of teachers is in place. Leaders are bringing about improvements which are starting to accelerate pupils' progress.
- Leaders' monitoring of teaching and learning is thorough. The precise feedback teachers receive means that new staff are supported well and teaching is starting to become more consistent.
- A new assessment system is beginning to support teachers in targeting gaps in pupils' learning which is helping pupils to catch up.
- Where staffing has been more stable in early years and key stage 1, standards and progress are improving at a faster rate.
- Provision in the early years is good. Children make good progress from their starting points in Nursery and Reception.
- Leaders ensure that the care and welfare of pupils are paramount. Staff create a nurturing atmosphere and pupils behave well.

Full report

What does the school need to do to improve further?

- Secure consistency in the quality of teaching across the school so that pupils make at least good progress over time by ensuring that:
 - learning is sufficiently challenging to enable more pupils to achieve higher standards, especially the most able pupils
 - pupils in key stage 2 who need to catch up, including those who are disadvantaged, are targeted and supported to make accelerated progress.
- Improve leadership and management by ensuring that:
 - leaders evaluate the impact of changes made to improve pupils' achievement
 - governors know how well pupil groups are performing so they can effectively hold leaders to account
 - leadership of provision for pupils with special educational needs and/or disabilities more accurately measures and increases the impact it is having on their progress compared to all pupils nationally with similar starting points.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over time, leaders and managers have not secured sufficient progress by the end of key stage 2. This is particularly the case in reading and mathematics, and includes disadvantaged pupils, the most able pupils and those with special educational needs and/or disabilities.
- The substantial changes to leadership and staffing in the school have proved difficult to manage and have resulted in some underachievement, particularly for pupils in key stage 2. A new team of teachers, supported well by the headteacher and acting deputy headteacher, is now in place and is starting to address the areas of weakness.
- Leaders' self-evaluation helps them to focus on the right aspects for school improvement. However, actions taken, although encouraging, are taking longer to make a significant impact in key stage 2 due to pupils' gaps in learning as a result of staffing instability. Outcomes are improving in early years and key stage 1.
- Leaders do not routinely analyse and evaluate the impact of the school improvement activities they adopt on the progress of pupil groups, for example those with special educational needs and/or disabilities. Consequently, despite some improvements, they are not aware which strategies are proving most successful.
- The use of pupil premium funding is starting to improve outcomes for disadvantaged pupils, particularly in early years and key stage 1. The recent pupil premium review carried out by the local authority is helping leaders to begin to analyse the spending more effectively and then target resources accordingly.
- The new assessment system developed by the acting deputy headteacher is providing teachers with an accurate understanding of pupils' attainment, progress and next learning steps. This has been instrumental in bringing about more rapid gains in pupils' learning.
- The headteacher places the needs of pupils at the heart of the school's work. Parents and families value this approach and see the school as the hub of the community. Parents, staff and pupils are all proud to be part of Killingholme Primary School.
- The headteacher and acting deputy headteacher set high expectations for themselves, staff and pupils. Staff morale is high; this is also reflected in the staff questionnaire and the way teachers respond to feedback on their performance. Leaders robustly monitor teaching, learning and assessment and provide specific and regular feedback for teachers. Staff feel very well supported by leaders and are keen to know how their teaching can have an even better impact on pupils' learning.
- The primary school physical education and sports funding is used effectively to train staff and provide pupils with a wide range of sporting activities, for example, the forthcoming rock climbing visit in preparation for the pupils' residential visit. There are sports clubs every evening after school and participation keeps increasing, including for disadvantaged pupils. For those pupils who do not participate regularly, physical education library bags are provided on loan to encourage activity at home.

- The school curriculum is broad and stimulating. Cross-curricular themes are based around interesting texts. Pupils enjoy the themes and they have a very positive impact on pupils' personal development. Pupils' spiritual, moral, social and cultural understanding is well developed because opportunities are interwoven into the curriculum. Pupils are encouraged to consider and reflect on world events. The wider curriculum prepares pupils well for life in modern Britain. For example, pupils contribute their views through the school council and take part in local events such as the great debate where pupils discuss topics such as racism and whether people should be able to vote at age 16.

Governance of the school

- Governors are not clear enough about the achievement of pupil groups such as those who are eligible for pupil premium funding or have special educational needs and/or disabilities. This means they are not sufficiently holding school leaders to account for the impact of the funding for these pupils on the progress they make. However, the local authority school improvement partner has just begun providing support which is raising the governing body's awareness of how to hold the leaders to account more effectively.
- The governing body has placed a firm focus on eradicating the weak teaching that existed in previous years. There have been substantial staffing changes, however, including in every leadership position since the last inspection, which have slowed the pace of change. Undeterred, the governors have persevered and have now established a stable staff and have made strategic decisions to allow the leaders to quickly improve the quality of teaching. These arrangements have been in place since September 2016 and while initial signs are encouraging, it is too early to see the impact of these changes on pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors have put clear systems in place for safeguarding pupils. They are understood and carried out diligently by staff. Regular training supports staff in being alert to the possible warning signs of abuse that pupils may present. Staff report concerns promptly and the designated safeguarding lead acts swiftly.
- The headteacher has very high expectations of the support and welfare for pupils and has built strong relationships with families, particularly those facing difficult circumstances. Parents know who to approach if they have concerns and trust that the school will work with them sensitively to protect the well-being and safety of their children. Parents and staff are clear that they feel children are safe at this school.
- The school works closely with external agencies and uses early help plans to get pupils the help and protection they need as quickly as possible. On several occasions, records show that the headteacher has challenged external agencies to improve their provision in order for pupils' needs to be met in a more effective and timely manner.

Quality of teaching, learning and assessment

Requires improvement

- Over time, teaching does not provide enough challenge for the most able pupils or diminish the difference between disadvantaged pupils and other pupils nationally with similar starting points. Staffing turnover has contributed to this mixed picture of the quality of teaching and pupils' progress.
- The quality of teaching, learning and assessment is improving since there has been greater stability with staffing. However, inconsistencies have not been entirely overcome so teaching is not good overall.
- Teaching assistants are usually used effectively but on occasion they do not pick up on pupils' errors and misconceptions can go unnoticed.
- Deficiencies in spelling have not been fully tackled and this sometimes hinders learning and is a barrier to pupils reaching the higher standards they are capable of.
- Teachers receive regular feedback about their teaching and this is helping them to evaluate which strategies have the biggest impact on pupils' progress. The new assessment system is helping teachers to identify gaps in pupils' learning and means that activities are becoming more responsive to pupils' individual needs. However, at times not enough thought is given to providing suitable activities that deepen pupils' knowledge and understanding.
- Leaders' progress meetings with teachers are making sure that teachers' planning is tackling the legacy of underachievement. Specific teaching strategies are beginning to encourage further fluency in mathematics. This is helping more pupils to make expected progress than previously.
- Teaching of phonics is effectively meeting pupils' needs and is resulting in improving outcomes. Pupils use their phonics skills to read unknown words and are encouraged to read regularly by staff. Disadvantaged pupils are well supported through intervention which is helping them to catch up if necessary. Almost all pupils are now on track to meet the expected standard in phonics.
- Staff have established good working relationships with pupils and, as a result, pupils show respect and want to learn in lessons. Pupils use the prompts and reminders that are in the classroom to help them with their learning. Teachers celebrate and promote achievement well through displays of the pupils' work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders have ensured that keeping pupils safe is threaded through all aspects of the school's work. The very strong culture of safeguarding that is evident in the school ensures that pupils feel safe and secure and are in a good position to learn.
- Pupils are taught well how to keep themselves safe through the curriculum. They are aware of dangers and know how to stay safe, for example, using the internet and when riding a bicycle or crossing a road.

- Staff have a caring and nurturing attitude to pupils which contributes to a harmonious school community where each pupil feels valued as an individual. As a consequence of the high expectations from staff, pupils are proud of their learning and their school. They cooperate well with each other and are keen to take on a range of responsibilities which help others.
- Bullying is rare and pupils feel confident that adults in school will help them if they have any concerns. Parents are also very appreciative of the school's work to promote pupils' well-being and positive attitudes to learning.
- There is considerable support for the pupils with high levels of need. Through services such as play therapy and counselling, pupils gain the confidence and skills to more readily access learning and take part in classroom activities with their peers.

Behaviour

- The behaviour of pupils is good. Pupils are polite, considerate and well-mannered. They behave consistently well around the school, in lessons and at break times.
- The school has an effective system for recording behaviour incidents. Records show a reduction in the number of incidents. Pupils say they are motivated to behave well as they enjoy the end of term reward treat.
- Pupils say that their learning is rarely interrupted by poor behaviour. Leaders and staff are skilful in helping pupils manage their behaviour so that it does not affect their learning or the learning of others in their class.
- Attendance has improved and is now at least in line with the national average. This is because the school has robust procedures in place to promote good attendance and ensure that parents understand the need for their children to attend regularly and on time. This makes a positive contribution to the enthusiasm pupils show for school and the value they place on their education. Where a minority of pupils are regularly absent from school, case studies show significant improvements as a result of the school's actions.

Outcomes for pupils

Requires improvement

- Standards at key stage 2 were not high enough in 2016, especially in reading and mathematics, where attainment was much lower than the national average and no pupils reached the higher standard. Progress from pupils' starting points was also weaker in these subjects. Progress in mathematics for disadvantaged pupils was in the bottom 10% of schools nationally.
- Inconsistent teaching over time has meant that progress has not been rapid enough to ensure that pupils catch up from previous underachievement, particularly in key stage 2.
- There was a dip in mathematics attainment at the end of key stage 1 last year. Disadvantaged key stage 1 pupils made less progress than other pupils nationally with similar starting points, especially in mathematics. However, the current pupils in key

stage 1, who have been less affected by the staffing changes and do not have as many gaps in their learning, are making faster progress.

- School assessment information and work in books shows that current key stage 2 pupils are making better rates of progress this year and a greater proportion are now on track to achieve the standards expected for their age. However, pupils in Year 5 who have the most catching up to do are not doing so quickly enough to be well-prepared for the next key stage. Leaders are aware that one of the next steps in improving outcomes is for an increased proportion of pupils, particularly the most able, to achieve beyond the expected standard at the end of each key stage.
- Pupils who have special educational needs and/or disabilities are supported to meet their targets and are included well in lessons. However, leaders do not evaluate the impact of this provision on the group of learners to make decisions about how to best meet their needs.
- Pupils who are disadvantaged are benefiting from improved teaching and are receiving targeted support through the pupil premium funding to help address the gaps in their learning. Actions taken this year have begun well and the vast majority of pupils are making expected progress, but there is still more to do if the difference between them and other pupils nationally is to diminish.
- There has been an upward trend in Year 1 phonics outcomes. The current Year 1 cohort are on track to continue this improvement further still. Pupil premium funding is being used successfully to make sure the disadvantaged group of pupils are also on track to meet the standard. Pupils use their phonics skills well when tackling unknown words.
- Pupils have made better progress in writing over time and an increasing proportion have achieved the higher standards. However, standards in punctuation, grammar and spelling are too low when compared to standards nationally.
- Evidence in pupils' books and work in lessons shows good standards of presentation and activities which are appropriate to pupils' current stage of development and prior learning. This is because checks on teaching and a new approach to assessment are giving teachers the information they need to better meet pupils' learning needs.

Early years provision

Good

- Early years provision is good. The proportion of children who are meeting the expected standard at the end of Reception is increasing and is line with the national average. Children make good progress from their starting points, which are usually below what is typical for their age when they first start Nursery or Reception.
- The early years leader has identified which interventions have the greatest impact on children's development. Pupil premium funding has been spent accordingly to provide regular, individual support to enable children to make more rapid gains in their learning. Consequently, personalised teaching is supporting these children well and they are making good progress.
- Phonics teaching is becoming increasingly effective. A greater proportion of children are now leaving Reception with the skills they need to access the curriculum more readily in Year 1. Staff provide a range of phonics activities which are well-matched to

children's specific needs. They are appropriately challenging, including for the most able children, and are helping children to build on the skills they have been learning with greater independence. Teaching assistants use resources well to support children's progress. A group of children were enthusiastically spelling words using the cars which had letter sounds on them.

- The leader ensures that staff have a thorough knowledge of all the children by sharing the observations and assessments that the team make. Staff target children's next steps and adapt learning tasks to reflect children's needs and interests. This results in children being keen to learn and demonstrating good levels of concentration. For example, a reluctant writer was soon enticed to have a go once the staff encouraged his writing to become part of his role play. Leaders recognise that a higher proportion of children now need to make even better progress so they can exceed the early learning goals.
- Children behave well and cooperate with each other. They demonstrated this as they chatted away happily while enjoying their milk and fruit. Staff take their safeguarding responsibilities seriously and ensure that the statutory welfare requirements are met.
- Partnership with parents is a priority for the school and begins with the development of strong relationships between parents and staff from the outset in early years. The leader shares the children's learning with parents each day by means of an information board. Workshops and child development displays are also successful in involving parents in their child's learning and making clear the expectations of the school. This helps children to settle easily and parents are very satisfied that their children are safe and well looked after.

School details

Unique reference number	117743
Local authority	North Lincolnshire
Inspection number	10001432

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	124
Appropriate authority	The governing body
Chair	Mr John Speyer
Headteacher	Mrs Carol Eaton
Telephone number	01469 540232
Website	www.killingholmeprimary.co.uk/
Email address	head.killingholme@northlincs.gov.uk
Date of previous inspection	3 November 2011

Information about this school

- Since the last inspection there have been significant staffing changes. The headteacher took up post in September 2014. The acting deputy headteacher began her role in April 2015. In September 2016, four out of the five classes had new teachers. Two of them are newly qualified teachers.
- The school meets requirements on the publication of specified information on its website.
- The school is smaller than average. The proportion of pupils known to be eligible for pupil premium funding is above the national average.
- The vast majority of pupils are White British. The proportion who speak English as an additional language is well below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is

above the national average and the proportion who have an education, health and care plan is average.

- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The local authority has recently carried out a pupil premium review, teaching and learning review and a safeguarding audit.
- The school is part of the Barton Local Collaborative Trust.
- The school runs a breakfast club.

Information about this inspection

- The inspector observed teaching in every class. The observations were undertaken jointly with the headteacher or acting deputy headteacher. The inspector listened to pupils read, talked to pupils about their school and evaluated the quality of work in a sample of pupils' books.
- The inspector held meetings with the senior leaders, a representative from the local authority and four representatives of the governing body. The inspector also discussed the school's work with the leaders responsible for early years, mathematics, English and special educational needs and/or disabilities. Discussions took place with teachers, including those who are newly qualified, about the support and development they receive.
- A range of documentation was considered, including the school's self-evaluation; records of the monitoring of teaching and learning; governing body minutes; the school improvement plan; the school's performance and target setting information; external reviews; information relating to the attendance and behaviour of pupils; and safeguarding and child protection records. Documents outlining the arrangements for the use of pupil premium and sports funding were also considered.
- The inspector spoke to a sample of parents to gather their views and 18 responses to the staff questionnaire were also taken into account.

Inspection team

Kirsty Godfrey, lead inspector

Her Majesty's Inspector

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