

Killingholme Primary School

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

Inspection dates

8–9 May 2019

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

Summary of key findings for parents and pupils

This is a good school

- The school has improved significantly since the previous inspection. All leaders and governors want the best for the pupils. Their actions are enabling pupils to make good progress in their learning and personal development.
- Leaders and governors have an accurate view of the strengths and weaknesses of the school. Their improvement plans are effective.
- Governors challenge and support leaders effectively. They know the school well and check that leaders' actions improve the outcomes for pupils throughout the school.
- New strategies to improve teaching in reading, writing and mathematics are proving effective. As a result, pupils are making good and better progress from their September starting points.
- Middle leaders who are relatively new to their roles are still developing their skills to improve teaching in their areas of responsibility.
- Teachers are positive about the support they receive to improve their skills in the teaching of English and mathematics. Teaching is now consistently good and improving rapidly.
- Through skilful planning and asking probing questions, teachers develop pupils' knowledge and understanding well. However, some pupils do not move to harder tasks quickly enough, particularly the most able pupils.
- Disadvantaged pupils and those with special educational needs and/or disabilities (SEND), generally achieve well. Occasionally, some who join part way through key stage 2 are not in the school long enough to make enough progress to achieve well.
- Children in the early years make good progress in their learning and are prepared well for Year 1.
- Teachers, particularly in key stage 2, do not always have high enough expectations of pupils' finished work. Frequent errors in punctuation, spelling and grammar limit the proportion of pupils that attain the higher standard.
- Pupils enjoy learning and most try their best. They show respect and tolerance, and behaviour is typically good. Occasional lapses occur where teaching does not hold pupils' attention fully.
- The school has a caring, inclusive ethos, where pupils are looked after well. Parents and carers are very supportive of the work of the school.
- Safeguarding arrangements are effective. Strong practices are in place to keep pupils safe and to address any concerns quickly.
- Pupils' spiritual, moral, social and cultural development is good overall. Pupils learn about their roles as young citizens. They are less aware of the diversity represented in Britain beyond their local area.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning further to help all pupils make strong progress from their various starting points by:
 - raising teachers' expectations of what all pupils can and should achieve, especially the most able, so that an increased proportion attains the higher standards
 - encouraging less confident learners to progress to more challenging tasks quickly
 - doing everything possible to support those pupils who join the school late in key stage 2, and those at risk of falling behind in their learning in reading, writing and mathematics
 - ensuring that pupils, particularly at key stage 2, check for careless errors in their spelling, grammar and punctuation routinely and take greater pride in the overall quality of presentation in all their work.
- Continue to develop the role of middle leaders, so that they have the knowledge, skills and opportunities they need to improve teaching and learning in their areas of responsibility.
- Provide more opportunities for pupils to gain a better understanding of the diverse communities that make up modern Britain beyond the local area.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection, the headteacher has worked tirelessly with governors, school staff and wider partners to make improvements to the quality of teaching and learning. School leaders know the school's strengths and areas for improvement well and are addressing any shortfalls step by step, without compromise. The headteacher's high aspiration for all pupils and their families is fundamental to the school's ethos.
- There has been a high turnover among staff and governors in the last two years. A strong culture of high expectations to provide the best for pupils is now emerging. The headteacher has made astute leadership appointments to support school improvements, which are benefiting pupils quickly. While some middle leaders are relatively new to their roles, they are all committed to support school improvement. They need to develop their skills and knowledge further to have greater impact on improving teaching and learning in the areas for which they are responsible.
- Leadership and management are good, because many aspects of the school's work have improved significantly in the last two years. All staff know what is expected of them and that only their best will do. Outcomes in the early years are improving rapidly, because teaching here is consistently good or better. Teaching elsewhere is also good and improving strongly. The legacy of weaker teaching in the past is reducing and an increasing proportion of current pupils are working towards the higher standards in reading, writing and mathematics this year at all key stages.
- Senior leaders adopt a rigorous approach to monitoring the quality of teaching and learning in mathematics and English. This is closely linked to the performance management of staff. Training and support to improve their practice are readily made available and are of high quality. Leaders use a range of evidence to assess the impact of planned strategies and identify future developments by sharing ideas as a team.
- Leaders question the progress of individual pupils regularly to check that they are on track to achieve well. Any pupils at risk of falling behind are identified quickly and receive additional support. This diligence is proving effective, in that pupils are now making the progress they should in almost all cases.
- The curriculum provides pupils with opportunities to develop their skills, for example in writing across the curriculum. Topics that link subjects together to make learning more relevant and engaging are proving effective. Recent strategies to improve the teaching of mathematics have already had a considerable effect on pupils' achievements in this subject. Educational trips and visitors also enhance the curriculum. Leaders need to do more to improve opportunities for pupils to develop subject-specific knowledge at greater depth if pupils are to achieve at the higher standards consistently.
- The school is a happy, friendly place where pupils say they feel safe and well cared for. Pupils trust staff to support them in their academic and personal development. The school is particularly good at supporting pupils who are vulnerable or facing specific challenges in their lives. Parents value the sensitive way in which the school nurtures their needs.
- The headteacher is the special educational needs coordinator. She has a clear

awareness of pupils' barriers to learning and provides strong leadership. Additional funding to support pupils with SEND is used well to provide targeted support, often on an individual level. Regular reviews with teachers, pupils and their parents ensure that any plans to meet pupils' need are precise to help pupils make good progress.

- Leaders make effective use of pupil premium funding. They identify precisely the needs of each pupil and develop personalised plans to meet pupils' academic, social, and emotional health needs. These plans are reviewed frequently with parents and pupils. As a result, most disadvantaged pupils make strong progress.
- The school uses its physical education (PE) and sport premium well to increase pupil engagement in a range of sports. Pupils participate in competitive events, including with other schools. Daily exercise routines, for example during assemblies, for staff and pupils encourage pupils to consider healthy lifestyles, following the lead from teachers and other staff.
- Pupils' spiritual, moral, social and cultural development is generally very well fostered. Pupils learn about their mental and physical well-being and about showing due respect and consideration to others. They debate global issues and topical news items in lessons and assemblies. They know that many communities around the world are not as privileged as theirs and they support charitable events without hesitation. Over time, pupils develop a mature understanding of how to be good citizens. They have a well-developed understanding of the community in which they live. They are less sure about the diverse nature of communities beyond the local area, as they prepare for life in modern Britain.
- Leaders have a good relationship with the local authority and partner schools. The local authority adviser makes regular visits to the school to provide support, training and challenge and to check the impact of leaders' work in raising standards. Staff visit other schools to extend their knowledge and skills. This positive collaboration is successful.

Governance of the school

- Following a review of their performance after the last inspection, there have been a number of changes in the governing body. The new chair and vice-chair know what is required to move the school forward and are ably supported by other equally skilled governors. They have high expectations for continued improvement. Governors provide support for leaders, while offering rigorous challenge to leaders and all other staff.
- Governors make regular visits to the school. They speak to staff and pupils to evaluate the effectiveness of teaching and learning. They review and question pupil progress data and evaluate the impact of planned improvements to check their sustainability.
- Governors monitor the use of additional funding to support disadvantaged pupils carefully and challenge leaders where pupils are at risk of falling behind. They also ensure that the PE and sport premium is used well to promote healthy lifestyles.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a culture of vigilance in the school to keep children safe. Staff know to report any concerns promptly. Staff and governors are up to date with their safeguarding training and understand the procedures to follow if they have any concerns about a child. Leaders ensure that the appropriate checks are made on all staff, governors and visitors. They make sure that records of these checks are maintained precisely. All staff and governors take their duty of care responsibilities very seriously. Where required, the learning mentor supports the needs of individual pupils and their families effectively.
- Clear and detailed safeguarding records show that leaders respond quickly to address any concerns that arise. Staff are particularly diligent in cases where vulnerable pupils and their families face challenging circumstances in their lives. With always a sharp focus on child protection, they handle such situations with discreet sensitivity. Leaders liaise effectively with all relevant external agencies to protect pupils at school and home.

Quality of teaching, learning and assessment

Good

- Pupils are generally very keen to learn. They form positive relationships with teachers and teaching assistants, who help them develop strong attitudes to learning. Most pupils focus well in lessons and respond quickly to teachers' instructions. This ensures that learning time is used well. Occasional lapses do occur where teaching does not hold pupils' attention fully, but these are generally managed promptly and effectively.
- Teachers use their strong subject knowledge and accurate assessment information to plan well-structured sequences of learning that build on what pupils know and can do. At times, however, pupils shy away from moving to the more challenging tasks teachers plan. This is often because they lack the confidence to have a go, unless teachers encourage and support them immediately, which is not always the case.
- Teachers' questioning is often very effective in checking pupils' understanding and extending their learning. Occasionally, teachers, concerned about making sure they cover the curriculum fully, cut these checks on understanding short. This leads to off-task behaviour among a few and slows pupils' progress.
- The new teaching strategies across the curriculum, for example in the teaching of basic skills in mathematics, reading and writing, give pupils clear routines and instructions. For example, regular reading time encourages pupils to read for pleasure as well as to extend their skills. During independent learning, adults give effective feedback to support pupils' learning and to address any misconceptions. Pupils promptly act on teachers' helpful advice, as they are keen to improve their learning.
- Teachers deploy teaching assistants effectively to help pupils either to catch up or to extend their learning. Teaching assistants are skilled in their roles to help pupils make the best possible progress, especially disadvantaged pupils and pupils with SEND.
- The teaching of phonics is effective in the early years and key stage 1. Children have daily routines to practise their sounds and word-building skills to support their early reading and writing. Pupils enjoy these routines, because they want to read and write.
- Pupils enjoy an extensive range of reading material, including non-fiction texts that some devour avidly. For example, one Year 4 pupil was totally aghast to learn that

Nelson Mandela spent nearly 26 years in prison because he wanted black people to have the same rights as white. 'That is never right. You couldn't get away with it now!' he explained indignantly. Such high-quality texts support pupils' learning well.

- The teaching of writing is also developing strongly. Teachers encourage pupils to learn new vocabulary to make their writing interesting and colourful. Pupils enjoy exploring the way their favourite authors write and try to borrow ideas from them. While keen to write, some pupils, particularly in key stage 2, make careless errors in their punctuation, spelling and grammar which teachers do not address and so such errors often persist. This detracts from the overall quality of pupils' writing, where content is often good. This limits some from attaining the higher standards in writing at the end of Year 6.
- The new teaching strategies in mathematics are increasing pupils' understanding, so that they can apply their skills and knowledge in other subjects, such as science, more confidently. Teachers encourage pupils to think systematically when solving multi-step problems and apply previous learning logically, using the correct mathematical vocabulary. They show pupils how to set their calculations out neatly to avoid careless errors and how to apply the inverse calculation to check their answers. In their haste to complete tasks, pupils sometimes forget to do this, if not reminded sufficiently.
- Teachers' assessments about pupils' progress are accurate and reliable, because leaders review pupils' workbooks regularly and check that pupils are on track to make the progress they should. Lower-attaining pupils receive effective additional support to help them learn well. However, the most able and those pupils close to attaining the higher standards sometimes do not have the help that they need to attempt harder challenges.
- Pupils who join the school late in key stage 2, particularly disadvantaged pupils and pupils with SEND, sometimes fail to make the progress they should. For various reasons, they often have significant gaps in their learning. Despite the school's best efforts, they are not at the school long enough to benefit from all that the school does to support these pupils. Hence, for a few, outcomes are not as strong as they should be. Those who have all of their schooling here make good progress and achieve well.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- In lessons, most pupils show interest in their learning and engage excitedly in their tasks. They know that coming to the school is important. As one pupil explained most assuredly: 'You can't get a good job if you don't come to school to learn and work hard. Anyway, it would be boring if you stayed at home all day. I would miss all my friends.'
- Good role models among the staff inspire pupils to become thoughtful and respectful towards others, as they work and play well together. Most listen to and learn from each other well when sharing ideas or working on collaborative projects. They know that some pupils need help in their learning and most wait patiently if staff are occupied helping others.
- Pupils take responsibility as members of the school council and help around the school, for example in assemblies and at lunchtimes, looking after younger pupils. They are

quick to act if they see anyone upset or worried and report any incidents appropriately.

- Pupils understand that bullying can take many forms. They explained that cyber bullying and name calling are very hurtful and that they must report them immediately. They said that bullying is rare in the school but, if it happens, they are confident that it will be dealt with quickly. Pupils understand the dangers when using the internet or accessing social media sites: 'where strangers pretend to be your friend but are really bad people'.
- Teachers ensure that pupils know how to stay safe at the school and at home. Pupils know that rules are there to protect them and minimise any potential risks. They learn about fire and road safety and what to do in an emergency. Pupils' physical and emotional well-being is also high focus. Energetic dance routines each day bring pupils and staff together in a frenzy of fun, while they exercise their minds and body collectively.
- Staff know pupils well and meet their individual needs appropriately, through effective care, nurture and support. Parents value the support that staff provide for their children.

Behaviour

- The behaviour of pupils is good. Parents and staff agree that this is the case.
- Pupils are friendly, polite and welcoming. They readily hold doors open for others, engaging in friendly conversation as they do so. Pupils say that the school is a caring, friendly place where everyone is treated with kindness and respect.
- Pupils typically behave well in lessons, assemblies and during break and lunchtimes. They are always well supervised and play together safely and sensibly. Even when the occasional lapses occur when teaching is not sufficiently engaging, most pupils continue to behave well. Incidents of poor behaviour are rare, even among the few pupils who struggle to manage their behaviour without support.
- Pupils' attendance has improved and is now the same as the national average. Most pupils arrive punctually and well prepared to learn. Leaders monitor attendance robustly and work closely with families to address any attendance issues that arise.

Outcomes for pupils

Good

- Since the previous inspection, leaders have taken decisive action to improve the outcomes for all pupils. As a result, there has been an improvement in pupils' attainment. Outcomes at the end of early years and key stage 1 have improved, with more pupils attaining at the higher standard in both these phases.
- In 2018, the proportion of pupils reaching the expected and higher standards in reading, writing and mathematics was above the national average at the end of key stage 1. Writing outcomes were in the top 10% nationally.
- Outcomes at the end of Year 6, while not as convincingly strong, are improving rapidly. In 2018, most pupils did make good progress in reading, writing and mathematics. With class sizes being so small, any one pupil underperforming has a significant impact on overall outcomes. Overall attainment for this year group was broadly in line with the national average in reading, writing and mathematics, but too few attained the higher standards in these subjects. However, the number of pupils who join key stage 2 part-

way through their primary education is high. They often have significant gaps in their learning due to one or more interruptions in their education. This generally has a negative impact on the school's overall attainment figures.

- Leaders' assessment records, supported by work seen in pupils' books, demonstrate that increasing numbers of pupils in Year 6 are now working at the higher standards in reading, writing and mathematics. In Years 3, 4 and 5, pupils' workbooks and school assessments indicate that progress for the vast majority of pupils is good. However, pupils' books show that the most able pupils could be challenged further.
- The proportion of pupils meeting the expected standard in the phonics screening check is consistently above the national average. In 2018, all Year 1 pupils met the standard expected for pupils at that age.
- Most pupils enjoy reading and make good progress. Younger pupils use their phonics accurately to read unfamiliar words and predict what will happen next in the story. Occasionally, less confident learners tend to read individual words rather than gathering a complete sense of the whole phrase or sentence. This hesitancy stops some from achieving more.
- Most pupils in Year 6 can confidently and fluently read challenging texts, explaining their understanding of the text and why they like the books they read. They keenly discuss their favourite books, explaining their preferences for authors and genres. Boys and girls indicate that they like reading with teachers, where they explore vocabulary and features of writing that make books interesting. As one explained most emphatically: 'I love books where authors make me want to read to the end all in one go. It's gripping.'
- The progress of most pupils in mathematics is good, and an increasing number are working at greater depth this year than seen previously. The higher focus on making sure pupils understand their learning and apply their skills carefully and accurately when completing complex tasks is proving effective. The most able learners could be challenged further, by progressing to harder tasks more quickly.
- Pupils with SEND are very well supported and make strong progress from their starting points. Similarly, disadvantaged pupils receive support tailored to their specific needs, often on a daily basis. Such interventions are skilfully planned to help close any gaps from previous learning, and so the majority of these pupils make good progress and attain as well as their classmates.
- Pupils apply basic skills well in their mathematics and English work. However, they do not apply such skills well enough in other subjects. For example, far too many careless errors in spelling, grammar and punctuation can be seen in pupils' work outside of English and mathematics, which often detract from good quality content.

Early years provision

Good

- The leader of early years is a strong practitioner who inspires all staff in the Nursery and Reception classes to plan for the needs of each child precisely. Targets for children are ambitious but realistic. With Nursery children working alongside older Reception-age children, younger children learn school routines quickly. From their starting points, children make good progress. The proportion of children reaching a good level of

development at the end of Reception has been consistently above outcomes nationally. As a result, children are well equipped for Year 1.

- Children develop strong relationships with staff. They trust the adults they work with, knowing that help is at hand if they need it. Staff introduce children to the school from well before they are due to start. Those that come via the school's 'Stay and Play' sessions prior to starting formally settle quickly and are eager to learn. Staff take extra care to plan more frequent transition visits for children with SEND, so they are well prepared when they start. Care arrangements are very effective; children are safe in the school.
- Most children are friendly and confident. They eagerly try everything that staff plan for them, both in the classroom and outside. Most behave well throughout, sharing toys and equipment sensibly and befriending anyone that might be on their own. For example, children flocked to gain my attention and showed me around with great pride and delight. One child reminded me that I could not go out to play, because I did not have a coat or boots: 'You will get very cold and wet and the teachers will not be happy with you.' Another explained: 'If it was sunny, you would need sun-cream.'
- Staff introduce the teaching of phonics from Nursery. Consequently, most children quickly master the relationship between letters and the sounds they make as they go about 'reading' or 'writing'. Adults model sounds consistently and accurately, and they encourage children to practise writing their names or words they like from stories staff retell. The focus on basic skills is a high priority, particularly because a considerable number of children start school with limited communication and speaking skills. This good provision and early start result in a few children at this stage of their Reception Year already working at a standard typical of Year 1 pupils.
- The early years curriculum provides children with a wide range of opportunities to develop their academic, social and emotional skills. For example, children enjoyed talking about how big numbers can be: 'so big that you can't count to the end'. Others explained that: 'You can make lots of new colours by mixing red and blue to make purple or blue and yellow to make green', as they experimented enthusiastically.
- Children generally work well on their own and also when supervised in small groups to work on directed learning. One or two need gentle persuasion to remain focused at times, because they are easily distracted. A range of well-planned activities engage children well and enable them to develop their skills across the different areas of learning. The outside area is very popular in all weathers, because children enjoy the space to explore and discover on their own. They learn to play safely and sensibly, under the watchful eye of staff.
- Parents are very positive about the early years provision and are delighted at how well their children settle. As a number explained: 'If they're happy, I'm happy. It's brilliant!'

School details

Unique reference number	117743
Local authority	North Lincolnshire
Inspection number	10087532

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

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	Chris Stinson
Headteacher	Carol Eaton
Telephone number	01469 540 232
Website	www.killingholmeprimary.co.uk/
Email address	head.killingholme@northlincs.gov.uk
Date of previous inspection	7–8 February 2017

Information about this school

- The school is a smaller-than-average-sized primary school.
- Children attend part time in the Nursery and full time in the Reception class.
- Almost all pupils are from a White British background.
- The proportion of pupils supported through the pupil premium is well above average.
- The proportion of pupils with SEND is also above the national average.
- There have been a considerable number of staff changes since the previous inspection.
- The proportion of pupils joining the school part way through key stage 2 is high (up to 50%) in some years.
- The school runs a 'Stay and Play' session for parents and their children, prior to children starting in the Nursery at the age of three.

Information about this inspection

- The inspector observed teaching and learning across the school, with senior leaders joining her on several occasions. The inspector, along with senior leaders, looked at pupils' work in their workbooks, records of children's learning in the early years and other information about pupils' attainment and progress.
- In addition, the inspector listened to some pupils read and held discussions with a group of pupils. She also talked informally with pupils around the school.
- The inspector met with the chair and vice-chair of the school's governing body and one other governor. She also had discussions with various staff in the school, including the leader responsible for managing the support for pupils with SEND, the leader for the early years and the leaders for English and mathematics. There was also a meeting with a representative of the local authority.
- Also, the inspector examined a range of documents. These included the leaders' reviews of the school's performance and records of monitoring visits by other providers. She also examined safeguarding documentation and various records of pupils' attendance and behaviour.
- There were too few responses to Ofsted's online survey Parent View, so the inspector talked informally with parents at the start of the school day to glean their views on the school. She also took into consideration the five comments submitted to Ofsted by parents and the results of the survey of parents conducted by the school since the previous inspection. The inspector also took into consideration the 13 responses to Ofsted's staff survey and the 23 responses submitted by pupils to Ofsted's pupil questionnaire.

Inspection team

Rajinder Harrison, lead inspector

Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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