

# Inspection of Holbeach Bank Primary Academy

Roman Bank, Holbeach Bank, Spalding PE12 8BX

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Inspection dates: 19 and 20 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils speak highly of their school. As one pupil told an inspector: 'This school is amazing. Everyone is kind. We all look after each other'. Relationships between staff and pupils are consistently positive.

Leaders' high expectations of pupils are reflected in the positive behaviour around the school. Pupils say that the school's behaviour policy works well and that behaviour has improved. They say that there are some occasional fall outs, but staff quickly deal with these. Pupils enjoy moving their name up the sunshine and rainbow boards. Moving down to a rain cloud is taken seriously. However, pupils say that this happens rarely. Those that need help to follow the school's rules are well supported. Their behaviour improves over time.

Pupils are respectful. They value uniqueness. They say that everyone is welcome at the school and that no one is left out. Everyone is treated equally. Pupils make good use of the extra-curricular activities on offer, including dance/fitness, gymnastics, singing and music clubs.

Pupils welcome taking on responsibilities around the school. They speak proudly of their roles as academy councillors, play leaders and junior road safety officers. They enjoy looking after the hens and ducks in the school grounds.

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

Senior leaders demonstrate consistent ambition and resilience. They have brought about many significant improvements. Their vision to build a school that 'fits its children' is evident in daily practice.

The schools' curriculum is broad. It is well planned and sequenced. It makes clear what pupils should learn in each subject, at each stage of their education. It has been designed specifically with the ambition of meeting the needs of pupils of the school. Overall, the curriculum makes clear the most important things that pupils should know and remember. However, in a small number of subjects, this is not explicit enough.

A new programme for teaching phonics has been recently introduced. It is working well. There is clarity about which sounds pupils should know week by week. Leaders carry out regular checks to make sure that all pupils are keeping up with the programme. Any that begin to fall behind get help, often the same day, to catch up. Pupils' reading books are closely aligned to the sounds that they have been taught. However, a small number of children are not given reading books as soon as they start learning the phonics programme. This means that they are unable to practise the sounds that they have been taught as frequently as they could.

The early years curriculum is taught well. It prepares children well for what they will go on to learn in key stage 1 and beyond. Adults are skilled at helping pupils to develop their language and communication skills.

Pupils with special educational needs and/or disabilities (SEND) benefit from a wealth of support. The help they receive is carefully planned and set out in individual plans. The plans have clearly defined targets and show how progress towards them will be measured. Leaders carry out regular checks to ensure that the support in place is having the desired impact. Those responsible for pupils with SEND know these pupils well.

The schools' relationships, sex and health education (RSHE) curriculum prepares pupils well for life in modern Britain. The school curriculum is enriched by a carefully planned range of activities and experiences, including bicycle training, beach days, working with the police and visiting local farms.

The school has the support of the community it serves. Staff are unanimously proud to work there. The vast majority of parents value the school. One parent summed up many when they said: 'Every child should be able to attend a school like Holbeach Bank. A school where they feel safe, supported, welcome, loved and happy. A school where teachers and support staff care for them like their parents do.'

Leaders know what is working well and what needs to improve. They plan improvements carefully. However, leaders do not consistently set out how they will measure the success of the actions that they take. As a result, in a small number of cases, leaders are unable to demonstrate the full impact that their work has had on improving provision.

Trustees and the local governing body know the school well. Their work is organised and systematic. They provide leaders with an effective level of challenge and support.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff fully understand and consistently apply the safeguarding policy and procedures.

Regular training, reminders and published information keeps safeguarding at the top of everyone's agenda. Records are detailed and fit for purpose. Information is communicated effectively.

Staff know pupils well. They are alert to any changes. The school's pastoral team provides a wealth of advice and support for pupils and their families. Parents speak highly of the help on offer.

Pupils know how to stay safe. They understand the need to 'speak out to stay safe'. They know the number for Childline and understand how they can use this to get help.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- A small number of children are not given reading books as soon as they start learning the school's phonics programme. This means that they are unable to practise and build upon the sounds that they have learned. Leaders should ensure that all pupils have reading books that match the sounds that they know, from the very beginning of the Reception Year.
- In a small number of subjects, the curriculum does not make explicit the most important knowledge that pupils should learn and remember. As a result, leaders cannot be sure that teachers help pupils to remember knowledge in the longer term. Leaders should ensure that the curriculum, across all subjects, makes explicit the most important knowledge that pupils should learn and remember.
- Leaders set the right priorities to improve their school further. They think carefully about the actions that need to be taken. However, they do not consistently consider how the impact of their actions will be measured. This means that they cannot fully demonstrate the positive impact that their actions have. Leaders should ensure that they consistently consider how the impact of their actions will be measured to sharpen their evaluation to inform subsequent improvement planning.

## **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

<b>Unique reference number</b>	145734
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10241316
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	72
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Hunter
<b>Headteacher</b>	Susan Boor (Executive Principal)
<b>Website</b>	<a href="http://www.holbeachbankacademy.co.uk">www.holbeachbankacademy.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened as an academy in June 2018. It is part of the University of Lincoln Academy Trust.
- The school works in partnership with Holbeach Primary Academy. They share the same executive principal and local governing body.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the executive principal, the executive vice-principal, the head of academy, curriculum leaders, the early years leader and those responsible for SEND.

- Inspectors carried out deep dives in four subjects: reading, mathematics, geography and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. Inspectors also looked at curriculum information for science, art and design, history and RSHE.
- The lead inspector met a representative of the board of trustees and three governors, including the chair. He met with the chief executive officer of the University of Lincoln Academy Trust.
- Inspectors took account of the responses to the Ofsted Parent View survey. They also considered the responses to Ofsted's staff survey. Inspectors spoke informally to parents outside the school.
- Inspectors met with safeguarding leaders. They reviewed school documents relating to safeguarding, behaviour and attendance.
- An inspector visited an assembly, observed lunchtime in the dining hall and spoke informally with pupils during a breaktime.

### **Inspection team**

Vic Wilkinson, lead inspector

His Majesty's Inspector

Wendy Gordon

Ofsted Inspector

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