

Inspection of The Kirkby-on-Bain Church of England Primary School

Wharf Lane, Kirkby-on-Bain, Woodhall Spa, Lincolnshire LN10 6YW

Inspection dates: 26 and 27 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils and staff are rightfully proud of this school. They live out the school's values of 'love, respect, trust, friendship, forgiveness, hope and peace'. Pupils are cared for very well. They are happy and safe. The school builds trusting and respectful relationships with pupils. Pupils know that staff listen and help. Pupils share any worries with trusted adults.

The school nurtures pupils' positive attitudes. Pupils want to be at school. Most attend every day. They get on with, and support, one another.

The school sets high expectations of pupils' learning. Pupils work positively in a calm and friendly environment. They apply themselves well. They take pride in their work and achievements. Pupils learn and are successful.

Pupils gain from exceptional personal development provision. The school builds pupils' confidence, character and independence. Pupils have many opportunities for leadership roles. Older pupils relish being buddies to younger peers. Pupils have many positive memories to recall and cherish.

Parents and carers are overwhelmingly positive about the school. One parent, echoing the views of many, stated: 'The school is a nurturing, calm environment with happy, friendly, beautifully mannered children. It sets high standards and instils values of kindness, support and friendship.'

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

Pupils experience a broad and ambitious curriculum. The school ensures that the breadth of the curriculum extends beyond the expectations of the national curriculum. For example, younger pupils learn French. Demanding subject curriculums identify what pupils need to know and when. These curriculums enable pupils to build and revisit learning logically over time. The English and mathematics curriculums are particularly ambitious. Other subject curriculums are also well thought through. For example, in history, pupils gain a strong appreciation of local history. In art, pupils creatively explore and record their observations using different materials.

Teachers have good subject knowledge. They use questions well to check pupils' learning. Staff provide clear explanations. Resources are used effectively. The school pairs subject learning with a 'continuous provision' curriculum for pupils aged five to seven years old. These pupils gain independence, confidence and resilience through these daily sessions. However, some aspects of this provision are not sufficiently ambitious or demanding for all pupils.

The school ensures that the curriculum is as ambitious for pupils with special educational needs and/or disabilities (SEND) as it is for other pupils. Staff identify

these pupils' needs effectively. They support pupils with SEND in different ways. Teachers adapt their teaching, thereby enabling all pupils to learn well.

The school has embedded a strong culture of reading. Children in Reception get off to a swift start in learning to read. The school's own phonics programme successfully builds pupils' knowledge and skills over time. Staff are trained and use resources well. They check pupils' learning and help them to keep up. Pupils become fluent readers. They are introduced to a range of literature and texts. The school nurtures pupils' love of reading.

Children quickly settle, and enjoy Reception. They are given many positive opportunities and experiences. Interactions with adults are engaging and purposeful, and help develop children's communication and language skills. Staff support children's personal, social and emotional development well. The school ensures that children gain from structured, teacher-led sessions, for example in number work. They also learn through play. Staff's high expectations are seen in well-established routines.

Pupils' behaviour is respectful and positive. Most pupils meet the school's high expectations. Learning is rarely disrupted by poor behaviour. The school's approach to improving behaviour is effective.

Opportunities for pupils' personal development are outstanding. Staff underpin the personal, social, health and economic (PSHE) education curriculum with the school's values. Staff enable pupils to learn about age-appropriate relationships and sex education, healthy living and how to be safe. There is a strong focus on developing pupils' oracy and self-confidence. Pupils learn to value equality and diversity. They deepen their understanding of right and wrong. They are actively involved in the community and are very well prepared for life in modern Britain. Pupils enjoy a wide range of trips and visits that enrich their learning.

All leaders, including governors, lead with a strong moral purpose. This leadership underpins the school's many strengths. Leaders promote staff's welfare and well-being. Staff are dedicated to, and are very proud to be part of, the school. They recognise the school to be a supportive 'family'.

The school engages well with parents. Staff help parents understand their children's learning, for example through sharing the school's approach to reading and nurturing pupils' love of reading.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that the continuous provision in key stage 1 is sufficiently ambitious for all pupils. As a result, some pupils do not consolidate and extend their learning as well as they could. The school needs to ensure that all pupils gain from a suitably ambitious curriculum, thus enabling all pupils to know, remember and do more.

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	120623
Local authority	Lincolnshire
Inspection number	10211539
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair of governing body	Paul Brewster
Headteacher	Georgina Day
Website	www.kobps.lincs.sch.uk
Date of previous inspection	20 September 2016, under section 8 of the Education Act 2005

Information about this school

- The Kirkby-on-Bain Primary School is a Church of England school with a Christian ethos. It received its Statutory Inspection of Anglican and Methodist Schools in July 2017.
- The headteacher and two senior leaders have been appointed since the previous inspection.
- The school does not use the services of any alternative provision.

Information about this inspection

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

- Inspections are a-point-in time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and senior leaders. They met governors, including the chair. They spoke with local authority and diocesan officers.
- Inspectors carried out deep dives in reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at samples of pupils' work. They listened to pupils read.
- Inspectors looked at a range of other subjects, including PSHE, English, science and art. They visited lessons and reviewed samples of pupils' work.
- Inspectors met formally with groups of pupils to talk about the quality of education and other aspects of school life. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs and disabilities coordinator and reviewed the provision for pupils with SEND. They met with early years leaders.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; reviewed safeguarding records; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documentation. They looked at the school's website and at published information about the school's provision, policies, self-evaluation and development plans.
- Inspectors considered the views of parents who completed the Ofsted survey, Ofsted Parent View, including free-text responses. They reviewed the responses to Ofsted's surveys for staff and pupils.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Ellenor Beighton

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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