

Inspection of Pollington-Balne Church of England Primary School

Balne Moor Road, Pollington, Goole DN14 0DZ

Inspection dates: 10 and 11 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils are proud to attend this school and are keen to explain how everybody is kind. Most pupils say they enjoy school. Bullying is rare, and pupils are confident that adults deal with this effectively when it does happen. Pupils are safe.

Leaders have high expectations for all pupils. However, pupils' achievements do not match the school's intentions. Pupils do not achieve as well as they should.

The school is emerging from a prolonged period of turbulence. There have been a significant number of changes to staffing. This has affected the quality of education for pupils. This includes pupils with special educational needs and/or disabilities (SEND). The school is now more settled than it has been in the recent past and there are signs that the school is improving.

Leaders are making changes to how pupils' behaviour is managed. Expectations of behaviour are carefully taught. Behaviour is improving, and pupils and staff welcome the new approach. School is calm and orderly.

A significant minority of parents are unhappy with the school. For example, they say that their concerns around their children's support for additional needs are not addressed effectively and that they are not kept informed of important changes. Leaders recognise that they need to take swift and positive action to strengthen their engagement and communication with parents.

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

The school developed a broad and sequenced curriculum following the pandemic. Leaders have begun to refine this further to reflect their renewed higher ambition for pupils. The implementation of this work has been slow, however, due to the significant staffing changes. Subject leaders have not had the opportunity to monitor and develop their subject effectively. This means that the quality of teaching and assessment is variable across the school. Activities in lessons do not always match the learning intention. Pupils with SEND do not consistently receive the support they need to achieve well. The school acknowledges that this needs to improve and additional staff, including a leader for SEND, have been appointed in recent weeks.

The mathematics curriculum adopted by the school is appropriately designed and sequenced. Children enjoy mathematics. However, basic mathematical fluency, including multiplication facts, is not taught systematically. This means that opportunities to secure pupils' knowledge are missed. Pupils cannot quickly and accurately apply what they know to support them with more challenging mathematics work, such as problem-solving. Pupils, including the most able pupils, do not achieve well enough in national assessments in mathematics.

The school prioritises the teaching of reading. Pupils read widely and often. Pupils particularly enjoy story time. The school has a suitable phonics programme in place.

Pupils practise their reading using books that closely match the sounds that they have learned. However, pupils who struggle to keep up in reading do not consistently receive the extra help they need. Additional staff have been recently appointed to address this.

Provision for children in the early years is a strength. The development of children's language and communication is a high priority. Mathematics is well planned and taught. Children enjoy using the indoor and outdoor spaces. The learning environment is calm and purposeful. Children learn the routines and expectations well. They happily play and learn together. They persevere with tasks and show sustained concentration. They become curious and independent learners.

Leaders have used recognised research and expertise to inform the school's new approach to managing behaviour. The school has clear aims to meet the needs of all pupils, including those with additional needs. This is having a positive impact. Pupils say that behaviour has improved in class and around school. This approach to behaviour is not embedded consistently across the whole school and has not been fully shared with parents. There is a clear and effective strategy in place to support good attendance and punctuality. Attendance at the time of the inspection was above the national average.

The school prioritises pupils' personal development. The Christian ethos underpins the values upheld by the school. Pupils learn about compassion, respect and forgiveness through the curriculum and assemblies. They understand how everyone may be different, but still equal. Pupils learn about online safety. They can confidently tell others how to keep themselves safe in their local community. For example, pupils learn about dangers associated with roads, canals and railways. Pupils have opportunities to go on visits, including a residential trip for older pupils. They can attend some clubs, such as forest school, and school events such as World Book Day. Pupils support younger pupils at lunchtime and run a weekly tuck shop.

Leaders at all levels recognise the importance of the well-being and workload of staff. Staff feel well supported. Governors ensure the school meets its statutory duties, for example around safeguarding and equality. Governors support and challenge the school and are aware of the work needed to improve the quality of education for pupils. They also recognise there is much work to do to rebuild some parents' confidence in the school. They are committed to doing this.

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's approach to supporting the weakest readers to be able to read with fluency is not consistently implemented. These pupils do not catch up as quickly

as they could. The school should ensure that sustained support, in line with the school's chosen phonics approach, is consistently provided for these pupils.

- The mathematics curriculum does not provide a systematic approach to the teaching of mathematical fluency. Pupils do not have a secure recall of number facts and operations, including multiplication tables. This means that they cannot draw on this knowledge to help them solve more challenging mathematical problems. The school should ensure that children are taught mathematical fluency effectively.
- Across the wider curriculum, leaders have not had sufficient opportunity to develop, monitor and evaluate the curriculum for their subject. There are inconsistencies in teaching and activities are not always well matched to pupils' learning needs. The school should ensure that all curriculum plans are carefully sequenced and that subject leaders have the opportunity to monitor learning to ensure that pupils learn effectively and that any misconceptions or gaps in knowledge are quickly addressed.
- The support for pupils with SEND is variable. Interventions are not consistently implemented. Pupils with SEND do not achieve as well as they should. The school needs to ensure that all support for pupils with SEND accurately meets their specific needs, and that staff have the training and expertise to support pupils consistently in and out of class.

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	118044
Local authority	East Riding of Yorkshire
Inspection number	10255621
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	128
Appropriate authority	The governing body
Chair of governing body	Anna Laycock-Brown
Headteacher	Katherine Rawes
Website	www.pollingtonbalneprimary.com
Date of previous inspection	3 February 2022, under section 8 of the Education Act 2005

Information about this school

- Pollington-Balne Church of England Primary School is a voluntary-aided school. It is part of the Diocese of Sheffield.
- The most recent section 48 inspection of the school's religious character took place on 24 November 2016.
- The school became a member of The Federation of Cowick and Pollington-Balne Church of England Primary Schools in September 2023.
- The headteacher is also headteacher at Cowick Church of England Primary School. She shares her time equally between the two schools.
- The school does not use 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 judgment about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into early reading, mathematics and history.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the headteacher, curriculum leaders and other staff. They reviewed a range of documentation.
- The lead inspector met with members of the governing body, the local authority and the Diocese of Sheffield.
- Inspectors considered responses to Ofsted's staff survey and to Ofsted's online questionnaire, Ofsted Parent View, including any free-text responses. Inspectors talked to pupils to gather their views on school life. They also talked with parents during the inspection.
- Pupils' behaviour in lessons and around school was observed. Inspectors reviewed behaviour policies and practices. Inspectors also met with pupils to discuss their understanding of behaviour, bullying and how they keep themselves safe.

Inspection team

Tracy Duffy, lead inspector

His Majesty's Inspector

Elaine Watson

Ofsted Inspector

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