

# Pollington-Balne Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	118044
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	379527
<b>Inspection dates</b>	13–14 September 2011
<b>Reporting inspector</b>	Terry McDermott

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Newton
<b>Headteacher</b>	Hayley McNeill
<b>Date of previous school inspection</b>	02 March 2009
<b>School address</b>	Balne Moor Road Goole DN14 0DZ
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## Introduction

This inspection was carried out by two additional inspectors. Ten lessons were observed and five teachers were seen teaching. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at its methods for tracking pupils' progress; at a range of school documents, including its policies, minutes of governing body meetings, monitoring records, samples of pupils' work and reports from the School Improvement Partner. Fifty five responses from parents and carers to the Ofsted questionnaire were received and considered, along with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the school has managed to improve attainment and progress in mathematics in 2011 following the disappointing performance in 2010.
- How effectively teachers plan work to ensure that pupils in the mixed-age classes are consistently challenged.
- How well leaders know the strengths and weaknesses of the school so that they can accurately plan and implement actions to raise standards and improve achievement.

## Information about the school

This small school serves a small village and the surrounding rural community. Boys outnumber girls by three to two. The number of pupils on roll is falling. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic heritages is low. All pupils speak English at home. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational need, is below average. All three classes are mixed-age. A new headteacher is in post since the previous inspection. The school has faced significant staffing and related issues in the recent past.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. As a result of concerted action by the headteacher and governing body, supported by the local authority, it has overcome most of its recent difficulties. It is now improving. However, a legacy of slowed prior learning except in mathematics remains in older year groups in the school. A completely new curriculum, linking areas of learning together in themes, has been developed to help recover lost ground. It has been received with enthusiasm by pupils and embraced wholeheartedly by teachers and other adults. This new way of working has not had sufficient time to show significant impact on pupils' attainment. Additional actions taken under the direct guidance and leadership of the headteacher have markedly improved attainment and progress in mathematics throughout the school. The school's accurate assessment system shows that pupils who left Year 6 in 2011 made good progress in mathematics from their starting points.

Pupils' achievement is satisfactory. Children join the school with standards close to those expected for their age. By the end of Year 6, overall attainment remains broadly average. Clear indications of improving learning and progress are evident for older pupils. The legacy of slow progress caused by weak teaching in the past still affects the long-term achievement of some pupils. Inspection evidence shows that increasing numbers of pupils are now learning well and making good progress in some subjects. The learning of many is only satisfactory because of inconsistencies in the planning and pace of lessons and the level of challenge for individual pupils throughout the school. This extends from Reception class to Year 6. However, no particular group of pupils underachieve significantly. All pupils, including those with special educational needs and/or disabilities and more-able pupils, make at least satisfactory progress.

Pupils and their families are well known to staff. Links between school and home are strong. Support for pupils whose circumstances may make them vulnerable is good, and this allows them to take a full part in what the school has to offer. Most pupils have good attitudes to learning in lessons, but some inconsiderate behaviour, usually by boys, is not challenged strongly enough. Teaching is improving and, although satisfactory overall, it is sometimes good. Good assessment arrangements give an accurate picture of what pupils know and can do. This information is not used consistently or effectively by teachers when planning work to meet the learning needs of individual pupils in mixed-age classes. This slows pupils' progress. The

recently reorganised curriculum is providing many pupils with opportunities to apply previous learning across a range of subjects, but its full effectiveness is unproven.

Self-evaluation is accurate because the school measures its effectiveness objectively against pupils' achievement. Evaluation of learning across the school is reliable. The school has a clear picture of its weaknesses, which are now being tackled in turn. Though significant changes have been made, more still needs to be done before the impact of these changes can be felt. The school therefore has satisfactory capacity to secure further improvements.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Increase the quality and consistency of teaching by:
  - planning work accurately to meet the learning needs of individual pupils
  - ensuring that lessons move forward more quickly by increasing the amount of time pupils are able to spend actively engaged in learning
  - ensuring that all activities are not only enjoyable, but also challenge pupils to investigate, research and learn new things for themselves
  - consistently marking pupils' work with clear guidance on what steps to take next to improve
  - clearly defining for all pupils the limits of unacceptable attitudes to learning.
  
- Improve the quality of the leadership and management of teaching and learning by:
  - checking regularly and rigorously on the detail and sharpness of lesson planning
  - measuring more often and more closely the impact of teaching on the learning taking place in lessons.

## Outcomes for individuals and groups of pupils

3
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Achievement is satisfactory because the pace of lessons is usually gentle. Most pupils pay good attention in lessons, do as they are asked, and demonstrate good respect for each other's views. A small number do not. Most pupils respond with enthusiasm when given opportunities to work at challenging tasks independently. For example, mixed Year 6 and Year 5 pupils, working in small groups, quickly became absorbed when considering the reasons for temperature variations at different locations across the globe. They confidently presented their thoughts and ideas to other class members, building understanding of seasonal variation and physical geography, as well as confidence in computation. Learning is good in sessions such as these. On the other hand, when pupils of widely different ages have to sit passively listening to the same long explanations, some inevitably lose concentration and their learning

slows. Pupils with special educational needs and/or disabilities make similar progress to their classmates because of the skilful and dedicated support they receive, originating in the school’s effective nurture arrangements.

Pupils say they enjoy coming to school and this is demonstrated clearly in their consistently high rates of attendance. They know why they should have a balanced diet and can explain the benefits of exercise on their bodies. They say that they feel safe here, and can explain convincingly why this is so. They say there is some bullying, usually caused ‘by older boys getting silly’. They know what steps to take when it occurs. They enjoy taking on responsibility whether as school councillors, as dining room monitors maintaining their chosen ‘Hogwarts’ arrangements in the dining room, as representatives of the school at remembrance services, or simply helping younger pupils. Though there is a strong internal identity, pupils’ understanding of the wider world has been restricted. Nonetheless, improving links with a primary school in a nearby city and with one in Thailand, are rapidly increasing their multicultural awareness. Pupils’ spiritual, moral, social and cultural development is good. Their thoughtful views, sympathetically expressed, often reflect a deep understanding of and strongly-held respect for diversity. When they leave school at the end of Year 6, pupils are confident young citizens, satisfactorily prepared for the next stage of their education.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Classrooms are colourful and bright and meticulously maintained and the learning environment, both indoors and outdoors, is very well resourced. The school fields are often used for tented sleepovers, involving pupils, parents, carers and staff, to build personal confidence and self-esteem.

Teachers’ subject knowledge is strong. They are dedicated, committed and enthusiastic. However, some aspects of teaching have inconsistencies. Marking is sometimes exemplary, giving pupils clear guidance on what they have to do to get

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<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

better. At other times it simply acknowledges what pupils have done and does not take enough account of the impact teaching has on pupils' learning. Lesson planning is not based closely enough on the accurate information teachers hold about the wide range of what pupils in mixed-age classes know and can do. As a result, tasks set do not always accurately meet pupils learning needs. Though relationships are undoubtedly good and pupils enjoy being in school, on some occasions, unacceptable rudeness by a small number of boys is not challenged with sufficient rigour. All of these inconsistencies dilute the overall effectiveness of teaching, with the consequence that learning also slows.

The curriculum has recently been completely changed in response to pupils' views. It now links subjects together in themes around a wide range of different learning challenges. This is encouraging pupils to apply their skills practically, in different areas of learning, and to share them with each other. This new way of working is employed across the school. Procedures for measuring pupils' progress in subjects such as mathematics, English, art, geography, and science are consistently in place. Because it is new, its effectiveness in raising standards and accelerating progress is unproven. A good range of enrichment activities, including a modern foreign language, music and residential visits help pupils to gain a good understanding of the world in which they live. This reinforces their overall good personal development as they learn to respect diversity in all its forms.

Regular and reliable recording of pupils' personal development provides the school with information which is used sensitively to address any personal issues which arise. The effectiveness of the internal actions taken by the school to overcome difficulties is measured accurately. Adults know the pupils well and are trusted by them, and by their families. The support provided for pupils whose circumstances may make them vulnerable is strong. The school takes prompt action to recruit additional professional support to meet particular needs or when circumstances go beyond its own expertise.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The headteacher quickly identified the major issues which needed to be addressed. Her forthright and prompt actions, with good support from a range of other adults, have been successful in preventing lasting damage to pupils' attainment and progress. During this period of turbulence, staff morale has remained good, and all adults are fully committed to taking the school forward, in line with its motto, 'Dare to Dream, Love to Learn'. Middle leadership roles and responsibilities are being modified to take account of changed circumstances. Most adults, at most levels, are not active enough in leading, managing and improving the quality of learning in those areas for which they are responsible. Governance is satisfactory. Members of

the governing body are committed to the school and give generously of their time. Nonetheless, governors have not held the school to account for its academic outcomes with sufficient rigour until recently. The governing body meets its statutory responsibilities.

Safeguarding requirements are met well. The school takes its responsibilities for child protection and safeguarding very seriously, and its quality assurance procedures follow national guidance closely. The promotion of pupils' individual interests is clearly at the heart of its work. There is no bias or discrimination in this school because pupils are in the main tolerant and mutually supportive. The promotion of equal opportunities is satisfactory, however, because pupils' academic progress is only satisfactory. Parents and carers now hold the school in good regard for the quality of its work in ensuring the welfare and personal development of their children. The school's provision for community cohesion is satisfactory. Its recent audit recognised opportunities for improvement both nationally and internationally to build on strong internal and local dimensions. These are being followed up with rigour.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Though cohorts are small, and variations from year to year are normal, children usually join the Reception class with knowledge and skills at the level normally expected for their age. Good links with parents and carers ensure that children settle quickly into a happy and caring environment. Adults provide good role models from which children quickly learn how to play and work together. Consequently, children usually get on well, and take good care of each other. When they leave Reception class to move into Year 1, their knowledge and skills are broadly as expected nationally. Progress is satisfactory.

Leadership and management are satisfactory. Assessment is frequent, and gathers information for adults to plan for the immediate next steps of learning. The work subsequently planned for teacher-led activities builds on assessment information and learning can be good. However, it does not always cover those activities which children choose for themselves, especially when they choose to move outdoors. Too

much child-initiated activity is play, and misses opportunities to learn through play. Children do not always learn as quickly as they might. Welfare requirements are met.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

**Views of parents and carers**

Two thirds of parents and carers responded to the Ofsted questionnaire. This is a much greater proportion than is usual. The very large majority expressed positive views about the school. A small minority had concerns about how well the school deals with unacceptable behaviour. Inspectors explored this and found that the behaviour of a small minority of boys did indeed give some small cause for concern. The many pupils inspectors spoke with did not feel that their learning was held up by poor behaviour. Inspectors’ conclusions are expressed in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pollington-Balne Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 55 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	56	20	36	1	2	1	2
The school keeps my child safe	33	60	18	33	1	2	0	0
The school informs me about my child's progress	26	45	24	44	2	4	1	2
My child is making enough progress at this school	17	31	31	56	3	5	0	0
The teaching is good at this school	24	44	24	44	2	4	0	0
The school helps me to support my child's learning	22	40	26	47	3	5	0	0
The school helps my child to have a healthy lifestyle	24	44	29	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	29	34	62	0	0	0	0
The school meets my child's particular needs	18	33	30	55	4	7	0	0
The school deals effectively with unacceptable behaviour	11	20	34	62	3	5	2	4
The school takes account of my suggestions and concerns	17	31	31	56	2	4	2	4
The school is led and managed effectively	22	40	28	51	2	4	1	2
Overall, I am happy with my child's experience at this school	22	40	27	49	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 September 2011

Dear Pupils

**Inspection of Pollington-Balne Church of England Primary School, Goole, DN14 0DZ**

Thank you for being so friendly and helpful to us when we inspected your school recently. We were really impressed with your extremely good attendance.

We found that Pollington Balne is a satisfactory school, but one which is now improving. At the moment, it is helping you to make satisfactory progress, but for more and more of you, progress is becoming better. All adults in the school work hard to keep you safe and happy.

We found that the school could do some things better, which would help you learn more than you do now. We have asked the teachers to do the following:

- make sure that lessons are planned more carefully so that each one of you is set suitably challenging work which would lead to more consistent learning
- ensure that those small numbers of pupils who are disrespectful are reminded more strongly that such behaviour is unacceptable.

We have also asked those adults who lead the school to:

- check more often and more closely what each of you is actually learning or is about to learn in lessons.

You can help the school to get better by continuing to come as often as you already do, and by letting your teachers know, politely of course, if the work you have been set is either too hard or too easy.

Good luck to you all for the future.

Yours sincerely

Terry McDermott  
Lead inspector.

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