

Pollington-Balne Church of England Primary School

Balne Moor Road, Goole DN14 0DZ

| Inspection dates | 27–28 April 2016 |
|----------------------------------------------|----------------------|
| Overall effectiveness | Outstanding |
| Effectiveness of leadership and management | Outstanding |
| Quality of teaching, learning and assessment | Outstanding |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for pupils | Outstanding |
| Early years provision | Outstanding |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is an outstanding school

- Since the last inspection, the improvements to pupils’ progress and the standards they achieve are substantial.
- The school is led by an exceptional headteacher who has both vision and drive. She is ably supported by the outstanding deputy and all staff.
- A culture of trust, openness and transparency between staff, pupils and parents permeates all aspects of leaders’ work.
- Monitoring to improve the quality of leadership and teaching is highly effective. Staff at all levels reflect on feedback and work with each other to improve their practice.
- Pupils’ behaviour in lessons and around the school is impressive. They are very proud of their school. Attitudes to learning are extremely positive.
- Children in Reception get off to a flying start. The excellent links with the on-site pre-school ensure that their transition into the school is seamless.
- Excellent relationships between staff, parents and pupils ensure that pupils are happy and feel safe from the moment they start at the school.
- Parents are fulsome in their praise for the school.
- High-quality teaching over time enables all pupils to make sustained and rapid progress in a wide range of subjects.
- For the past two years, at all stages, pupils’ standards and progress have been well above national averages.
- Disadvantaged pupils and those with special educational needs or disability do at least as well as their peers, and often better.
- Pupils of all ages are offered a broad and well-considered curriculum. Activities planned enable pupils to use their core skills of English and mathematics exceptionally well in other subjects.
- The enrichment curriculum is used extremely well. Organised clubs add notably to daily lessons. Other activities help pupils overcome emotional barriers to learning and gain in confidence.
- Governance is a strength. It makes a marked contribution to the work and vision of the school.

Full report

What does the school need to do to improve further?

- Further develop planned work for pupils in English so that this enables them to cover all the requirements of the new national curriculum in grammar.

Inspection judgements

Effectiveness of leadership and management is outstanding

- Profound improvements to the quality of teaching and pupils' achievement have taken place since the last inspection. Leaders, staff, parents, pupils and governors should be proud of their collective efforts to transform the quality of education during this time. Staff are the first to say they want to do even better.
- The school is led by an outstanding and inspirational headteacher. Her depth of knowledge and ambition to excel are used to set a strong aspirational tone for all. She works closely with an enthusiastic and highly skilled deputy to improve the quality of teaching and pupils' learning rapidly. Together, they inspire all to succeed.
- Staff are deployed within the school to maximise their strengths and pupils' learning. High-quality continuous training for all staff, regardless of their career stage, enhances teachers' skills and ensures that staff know pupils' academic and personal needs very well.
- New staff are extremely well supported. Leadership opportunities and talent are spotted quickly. Teachers reflect on their own practice when leading training and staff morale is high.
- The curriculum for English, mathematics and science is challenging in style and content. By the end of Year 6, standards in reading, writing and mathematics are well above those of other pupils nationally. Leaders have developed high-quality plans to develop even further the curriculum in English in order to more fully meet the needs of the new national curriculum and further enhance pupils' grammar skills.
- As one parent explained, the exceptional enrichment curriculum is 'the icing on the cake'. The school balances academic rigour and wider curriculum experiences expertly. A wide array of sporting and musical clubs are supplemented by the cleverly thought out enrichment programme. Parents, pupils and staff are overwhelmingly impressed by the gains in confidence, aptitude and skills developed through, for example, pupils' progress within the Pollington Sports Academy.
- Carefully planned activities provide an excellent foundation for pupils' appreciation of fundamental British values. Pupils' understanding of democracy is developed well when, for example, trips to Parliament are blended with school council elections. Pupils' leadership skills are developed exceptionally well through a wide range of activities and opportunities, including the opportunity to design a school library bus.
- The promotion of pupils' spiritual, moral, social and cultural development is integral to the school's values and welcoming atmosphere. Key opportunities to develop these aspects of the curriculum are provided within the numerous shared events that are organised with parents and the local church.
- The pupil premium and service premium funding are used well. The small group of pupils supported through this funding make rapid progress during their time at the school. By the end of key stage 2, their attainment is at least in line with other pupils at the school and above that of other pupils nationally.
- Funding to increase pupils' participation in physical activity and improve their performance in physical education (PE) and sport is used well. A large proportion of pupils across the school take part in competitive sports. There is a very broad range of activities and clubs, including football and dodgeball.
- Parental satisfaction with the school is extraordinarily high. Almost all parents who responded to Ofsted's online questionnaire, Parent View, would recommend the school to another parent. Positive responses to all the questions posed are much higher than those typically found for primary schools. Parents who spoke to the inspector when dropping their children to school were just as complimentary.
- **The governance of the school**
 - Governance is a strength of the school. Governors bring a very high level of skill and professional expertise, which informs and enhances the school's development and clarity of purpose.
 - Governors understand the information they are presented with very well and use it to construct detailed improvement plans. Success criteria are checked regularly and used to monitor the improvements being made as well as to hold senior leaders to account.
 - Governors are well aware of any future challenges and have appropriate plans in place to secure the future success of the school.
- The arrangements for safeguarding are effective. The procedures and guidance for keeping pupils safe are woven cleverly into all aspects of the school's curriculum. Staff take great care of all pupils. They are extremely vigilant in their approach to pupils' welfare. All staff are well briefed on current policies in order to keep up to date. Senior leaders and governors ensure that keeping pupils safe and secure is part of the culture of the school.

Quality of teaching, learning and assessment is outstanding

- Teaching over time is outstanding. Teachers use assessment information very precisely to inform future learning. As a result, work is seldom too easy or too hard. Pupils are consistently challenged and interested in planned activities because these match their learning needs.
- Teachers have high expectations and are highly responsive to feedback and guidance on their teaching. This was seen on day two of the inspection in the way staff responded to feedback at the end of day one. Teachers are also very keen and eager to improve their practice even further. Parents spoken to recognise these positive features.
- The teaching of writing is very effective. Precise activities build the skills needed to construct grammatically correct sentences that are accurately punctuated, with words correctly spelt. Pupils use these skills well in a wide variety of writing in English and other subjects to good effect. Planned activities do not always give precise guidance on the development of higher-order grammar and punctuation skills, which sometimes limits the achievement of the most able pupils in this area.
- The teaching of reading is highly successful. Pupils' learning is enhanced through discussions about different genres, text structure and organisation of information. Pupils aspire to use the library bus which, along with reading passport booklets, motivates and enthuses pupils to read often and with enjoyment.
- The range of approaches used in mathematics lessons is supporting pupils' learning and understanding of the four operations of number very well. Pupils' mathematical skills are also promoted expertly through topic activities. Pupils use their knowledge of fractions, time and measure carefully on fieldwork in the local church. Observed activities developed reasoning skills in order to secure pupils' deeper mathematical thinking.
- The school has a marking policy, which teachers follow carefully. Pupils are very clear about what they need to do to make improvements to their work and sustain their excellent progress.
- Work in pupils' books shows a wide range of interesting tasks. Topics, such as 'The Great Fire of London' and 'The Queen's 90th', capture pupils' imagination and promote their curiosity. During lessons, adults check pupils' learning by carefully observing, talking and listening to pupils. Pupils are very clear about how to act on any points for improvement provided by teachers.
- Other adults play a vital part in the success in the school. They provide high-quality support and challenge in lessons, helping with basic English and mathematical skills, as well as subjects across the curriculum. As a result, the most able pupils achieve better than their peers nationally in most areas.
- Around the school, other adults support pupils during lunchtime, assist with supervision at break and run additional clubs.
- Teachers use homework well to supplement lessons, reinforce learning or prompt further enquiry.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have a very well-developed understanding of how to be successful learners. In lessons, they discuss their learning in a considered manner. Pupils' understanding of others' views is reflected in the cordial way they work and learn together. Across all age ranges, pupils enjoy each other's company.
- The majority of parents who responded to Parent View reported that they feel that their child is safe in school. Pupils also report that they feel safe at all times. Pupils who spoke to the inspector showed a deep understanding of what it means to say that they feel safe. Aspects of safety feature strongly in the school's curriculum and their quality is replicated in the school's procedures for safeguarding.
- Pupils have a well-developed understanding of how to keep themselves safe in a variety of situations in and out of school. They have been taught how to keep safe when using new technologies and are confident about what to do and whom to talk to if they feel unsure about something.
- Care for the small number of pupils who need additional support is thorough and well documented. Strong working relationships with a range of outside agencies, such as social care, help to ensure the safety of these pupils.

- Planned activities prepare pupils exceptionally well for life beyond school. Pollington Sports Academy not only enhances pupils' learning in lessons but builds confidence and promotes pupils' social development exceptionally well.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils display very positive attitudes to learning across a range of subjects. Those who spoke with the inspector were positive about all aspects of the school. Parents are especially welcoming of the way the school looks after their children.
- Relationships between staff, pupils and parents are excellent. Pupils are courteous and polite to each other, adults and visitors.
- Incidents of bullying are exceptionally rare. However, pupils are very confident that any issue, no matter how minor, will be dealt with. Behaviour logs show that parents are involved at the earliest possible stage, even for minor misdemeanors. This close working relationship with parents acts as a strong deterrent to any poor behaviour.
- Pupils are extremely proud of the part they have played in developing the school council and buddy systems. These are, therefore, very effective in raising pupils' aspirations. Those selected wear their red jumpers with pride. Pupils' conduct around the school is polite, orderly, happy and friendly.
- Pupils develop a mature approach to regulating their own behaviour. Their well-developed reflection skills, teamwork and ability to cooperate with each other play a very strong part in their academic achievement and personal development.
- The majority of parents who responded to Parent View believed that pupils are well behaved. Staff also state that pupils' behaviour is of a very high standard. One parent stated that her child was distraught not to be at school due to illness, such was her enjoyment at attending.
- Attendance rates are consistently above the national average. There have been no exclusions for the past three years.

Outcomes for pupils

are outstanding

- Pupils make outstanding progress throughout the school. The excellent grounding pupils receive during the Reception Year is built on substantially during key stage 1. Here the foundations for high achievement later in the school are embedded. Pupils continue to make strong progress as they move through Years 3 to 6. National results from 2014 to 2015 demonstrate exceptional progress and high value added, which has improved year on year.
- School and national data about pupils' progress during key stage 2 for the last two years is also strikingly good. Most pupils made better than nationally expected rates of progress in reading, writing and mathematics in 2015. This progress reflects the consistently high standards of teaching across the school.
- For the past two years, standards of attainment by the end of Year 6 in reading, writing and mathematics have also been well above the national average for all groups of pupils.
- The most able pupils achieve equally as well as other groups due to the interesting and varied challenges that they receive. Year 6 pupils work exceptionally well together to use their thinking skills to solve cross-curricular problems. As a result, the progress these pupils make and the standards of attainment they reach are excellent.
- Pupils with special educational needs or disability are provided for very well. Teachers and adults know the pupils' particular needs precisely, due to the closeness of the school community and effective communication between home and the school. Enrichment activities and outdoor learning are used especially well so that pupils make rapid gains in confidence and also thrive academically.
- Pupils' attainment in the Year 1 phonics assessment is above the national average. Pupils use this early grounding to develop their reading, spelling and writing skills. Later in the school, older pupils are expected to write at length and with stamina in many subjects, which they do to a high standard.
- Pupils read with enthusiasm and fluency in class and from their chosen books. One pupil read and spoke knowledgeably about why David Walliams' writing made his books so popular with so many children. Pupils are encouraged and read widely beyond 'class readers'.

- Pupils are set challenging targets for all subjects. Their progress towards these targets is carefully checked. Pupils are keenly aware of where they are on their journey to success and what they need to do next to improve their knowledge, skill or understanding. Pupils' achievement has continued to improve as a result of leaders refining the system for monitoring pupils' progress over the last 12 months.
- The quality of work in pupils' books confirms that their progress is rapid and has been for some time. At the beginning of Year 1, pupils spell consonant, vowel, consonant words accurately, with sentences containing some capital letters and full stops. By April, the same pupils consistently combine sentences to add description to their writing, add the suffix 'ing' with accuracy and use punctuation within sentences for effect.
- Pupils make equally strong progress in a wide range of subjects. Specialist teaching of PE develops Years 4 to 6 pupils' understanding of using space well when playing cricket. Years 3 and 4 pupils develop their technical language very well when using their scientific knowledge to report on the findings of an investigation into sound.

Early years provision

is outstanding

- Leaders ensure that children get off to a flying start through highly effective liaison with the on-site pre-school. Close working and sharing of information means that the transition process for children who move into the Reception class is seamless.
- The proportion of children reaching a good level of development is above the national average. Boys do particularly well in personal, social and emotional development. The skills and attitudes developed during the Reception Year ensure that children transfer smoothly into Year 1.
- Staff work carefully with parents to make sure that children's personal and emotional needs are developed just as effectively as their learning. Children feel very safe and their attitudes, behaviour and resilience when tackling new activities and learning are admirable.
- Staff develop very supportive relationships with and between children. As a result, children relish the chances they get to learn with and from each other. This underpins their highly successful progress during the Reception Year, especially in developing their communication, language and literacy skills.
- Children develop their self-confidence and readiness to learn very well. They greatly enjoy their learning and behave extremely well as a result of the stimulating range of indoor and outdoor learning experiences they receive.
- Leaders ensure that learning is very well resourced, with bright and attractive activities in all areas. Children move safely between areas of learning and are safe from harm. Adults are well trained in procedures to ensure that children are safe in the school.
- Children learn equally well when choosing their own work because adults watch and listen carefully to each child during activities. The moment any child shows any sign of becoming disengaged, staff act swiftly to support. If necessary, staff adapt an activity, prompt a further challenge or move onto different activities to restore or maintain their interest.
- Leaders and teaching assistants use the information they know about children to carefully plan the next steps in each child's learning journey. They noticed that personal development skills required improvement so planned activities to promote this aspect of development, such as encouraging children to develop their own parachute games. High levels of concentration, thinking and perseverance were evident.
- Additional funding is used well to narrow gaps for disadvantaged children, and partnerships with external services are strong.

School details

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| Unique reference number | 118044 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 10002134 |

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

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|--------------------------------------------|------------------------------------------------------------------------------------------------|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 92 |
| Appropriate authority | The governing body |
| Chair | Dawn Lewis |
| Headteacher | Hayley McNeill |
| Telephone number | 01405 861916 |
| Website | www.pollingtonbalneprimary.com |
| Email address | pollington-balnece@eastriding.gov.uk |
| Date of previous inspection | 27–28 November 2013 |

Information about this school

- This is a smaller than average-sized primary school with four mixed-age classes.
- The proportion of pupils with special educational needs or disability, including the proportion with a statement of special educational needs or an education, health and care plan, is below average.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

Information about this inspection

- The lead inspector visited 12 lessons and was accompanied by the headteacher during several of these observations.
- The lead inspector observed morning playtime and lunch breaks and also attended an assembly.
- Meetings were held with a group of pupils, and many other pupils were spoken to during lessons and breaktimes. The lead inspector met with governors and had telephone conversations with a representative of the local authority who has worked with the school.
- The lead inspector held meetings with school staff, including senior leaders.
- The lead inspector took account of several staff questionnaires.
- The lead inspector also took account of the 65 parents' responses to Parent View in planning and undertaking the inspection. He also spoke informally with a number of parents.
- The lead inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, school improvement planning, leaders' checks on the quality of teaching, local authority checks of provision and pupils' progress, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Stuart Busby, lead inspector

Ofsted Inspector

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