



Pollington-Balne Church of England Primary School

Inspection Report

Unique Reference Number 118044
LEA East Riding of Yorkshire
Inspection number 280225
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Mr Dave Byrne

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

Type of school	Primary	School address	Pollington
School category	Voluntary aided		Goole
Age range of pupils	4 to 11		DN14 0DZ
Gender of pupils	Mixed	Telephone number	01405 861916
Number on roll	113	Fax number	01405 869076
Appropriate authority	The governing body	Chair of governors	Canon Cyril Roberts
Date of previous inspection	1 June 2000	Headteacher	Mr Ron Dyson

Age group 4 to 11	Inspection dates 7 June 2006 - 8 June 2006	Inspection number 280225
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school situated in a rural area. It is smaller than most primary schools but numbers are predicted to rise. Over the last three years, unavoidable staff absence has disrupted the pupils' progress but staffing is now stable. The proportion of pupils with learning difficulties is below average and very few pupils are eligible for free school meals. The attainment of children starting school in Reception is average for their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Pollington-Balne Primary School is a good school which gives good value for money. The school is rightly held in high regard by the vast majority of parents and is at the heart of the local community, with which it works closely. The headteacher has established a school which gives equal value to pupils' personal and academic achievement. Pupils thrive in a caring and secure environment which results in outstanding attitudes and a love of learning. They are considerate, show respect to others and behave exceptionally well. Since building a stable staff team, the quality of teaching and learning has improved and is now good with some exemplary features. Pupils know what is expected of them in everything they do and they are encouraged to judge their own success. Their assessments highlight areas for improvement and motivate pupils to do even better. Given the average starting point in Reception, children achieve well by the end of Year 6. The most recent test results in 2005 showed that in Year 6 standards in English and mathematics were significantly above average although in science they were average. In Key Stage 1, standards in 2005 were broadly average. Overall, the pupils are currently making good progress in Key Stages 1 and 2, although they could do better in science and the brightest pupils are not always stretched enough. Pupils make good progress in art and design, information and communication technology (ICT) and physical education and develop a good knowledge of French and German for their age. Since the last inspection, standards have not improved enough in science, but they are much better in ICT. Given the improved stability of the teaching staff and the recent improvement in pupils' progress, the school clearly has the capacity to improve further under the determined and effective leadership of the headteacher.

What the school should do to improve further

The school should:

- raise the standards achieved by the most able pupils
- raise standards in science.

Achievement and standards

Grade: 2

Pupils are achieving well and making good progress. The performance of Year 6 in the 2005 national tests was above average in English and mathematics and average in science. The school expects to exceed its challenging targets for Year 6 in English and mathematics in 2006. Pupils could, however, make better progress in science. In Key Stage 1, the results of the 2005 national tests were average. Because of recent improvements in teaching the pupils now make good progress, with a particular improvement in writing. In both key stages, progress is good in ICT, art and design and physical education and pupils make a good start in French and German. Progress has improved recently for two reasons. Firstly, better teaching now makes good use of assessment to inform pupils about how to improve their work; secondly, the good

start in the Foundation Stage is having a positive effect as children move through the school. In the Reception class, the children make good progress and the vast majority of children reach the expectations for their age by the start of Year 1. Throughout the school, pupils with learning difficulties achieve well because of the teachers' effective use of individual education plans. However, the most able pupils could achieve still higher standards if their teachers expected more from them.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good with some outstanding features. The parents' positive views about their children's attitudes and behaviour in school are totally justified by the inspection evidence. One only has to walk into any classroom to see happy, exceptionally well-behaved pupils who learn eagerly and work conscientiously and co-operatively with each other. The good attitudes developed in Reception result in children's increased confidence and maturity as they move through the school. They are sensible and act safely and know the importance of keeping fit and healthy. Pupils are keen to support the healthy tuckshop and enjoy wholesome school lunches that use locally produced foods. Pupils' views are valued through the school council and pupils are very enthusiastic about the reward systems for good behaviour and hard work. The good attendance figures are a testament to the popularity of school. Pupils' spiritual, moral, social and cultural development is good. The inclusion in the curriculum of French and German gives pupils a good knowledge and understanding of European cultures but their understanding of the richness and diversity of multicultural Britain is only satisfactory. The pupils have a good understanding of their local community and willingly raise funds for charities. The school welcomes links with local business and commerce; for example, visits to a local market garden firm and a Fair Trade initiative to import chocolate from developing countries, coupled with their good basic skills, contribute well to the pupils' preparation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Throughout the school, teachers and teaching assistants provide stimulating and exciting lessons that inspire the pupils to learn. The teachers' good subject knowledge informs good questioning of pupils and helps to involve the pupils in extended debates and discussions. Staff are willing to try out and evaluate new ideas; for example, the good and improving use of computers and interactive whiteboards to bring lessons alive. Some outstanding teaching in the Foundation Stage gives Reception children a very good start to school life. A vibrant and challenging range of activities stimulates children to make decisions and take responsibility for their learning. One of the secrets of the recent improvement in the school is the increasing confidence that teachers have in using assessment to identify

each child's individual needs. As a result, lessons are usually well planned although there are occasions when not enough challenge is given to the most able children. Marking shows the pupils clearly how they can improve their work and the involvement of pupils in their own assessment has a positive impact on their progress, both academically and in their personal development.

Curriculum and other activities

Grade: 2

Pupils benefit from a good curriculum which is enriched by a good range of educational visits and links with other schools. In the Foundation Stage the children benefit from vibrant and stimulating activities which very effectively develop all areas of learning. In Key Stages 1 and 2, the school is improving subject planning to make lessons more relevant to pupils' lives. A good allocation of time is given to the basic skills of English, mathematics and ICT with good opportunities for pupils to apply these basic skills to other subjects. The planning of science is being updated but is still not effective enough to challenge the highest attaining pupils. This is the reason why progress has slowed in science in recent years. Good provision for art and design and for physical education leads to good progress in these subjects, and pupils also benefit from learning French and German. Good provision is made for pupils with learning and behavioural difficulties. Pupils' own interests are valued by a regular slot on the timetable called "enrichment time" in which the pupils can plan their own learning.

Care, guidance and support

Grade: 2

Pupils' care, guidance and support are good. The school has good procedures for child protection and maintaining a safe and secure place to learn and play. Exceptionally warm and caring relationships pervade the school and have a very positive impact on academic achievement and personal development. The procedures for monitoring pupils' academic and personal development are also good. The involvement of pupils in their own assessment contributes significantly to the academic progress occurring in school. Good support for pupils with learning and behavioural difficulties ensures that these pupils are fully involved in all aspects of school life. The vast majority of parents feel that they are kept well-informed about their children's progress and value the support the school gives them in helping their children at home.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides strong educational direction which values academic achievement alongside pupils' personal development. Together with a dedicated assistant headteacher, a strong staff team is moving the school forward and evaluates the school's effectiveness rigorously. Effective monitoring of teaching and learning in all subjects is shared by all staff under the leadership of the headteacher. This identifies what the school needs to do to improve. Governance

is satisfactory overall and ensures that the school meets all statutory requirements. The governors' role of maintaining a critical eye on academic standards is however an area that is not yet tackled rigorously enough. Finances are tight, but the school benefits from considerable donations by the Home School Association. Resources are deployed wisely and all spending is carefully evaluated to get maximum value for money. The accommodation is of a high standard and resources are sufficient for the pupils' needs with strengths in ICT and for outdoor learning in the Foundation Stage. Staffing has now settled and the school is improving rapidly and demonstrates the capacity to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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9 June 2006

Dear Pupils

Thank you for welcoming me to your school. I enjoyed joining some of your lessons and listening to your views. It seems that most of you like school and are proud of it. You clearly feel safe and enjoy lessons. Your behaviour is excellent and, other than the occasional falling out, you all get on very well together and are polite and courteous. Your enthusiasm for eating healthily and keeping fit has pricked my conscience and it looks good for your future health and happiness if you put into practice what you preach!

Teachers give you interesting lessons and make you to think for yourselves. The way that you use self-assessment checklists and marking schemes is helping you enormously to improve the standard of your work. I feel that for most of the time, you are all doing as well as you can and are learning at a good rate. At times, however, the work is not hard enough for all of you so I have asked the school to find ways of giving some of you even harder work. Your use of computers is very impressive and some of your three-dimensional artwork displayed in school is outstanding. Although you seem to like science, I have asked the school to find ways of making this subject even more interesting and practical so that standards in this subject are higher.

You are fortunate to attend a good school. You have dedicated teachers and support staff and benefit from a caring headteacher who knows you all very well. The school is a bright and lively place to be and you are lucky to be able to have such good outdoor facilities. I hope that you continue to work with teachers through the school council to make the school even better. We are all in charge of our futures, so have fun and enjoy that feeling of success that hard work brings. No one gets anywhere without effort, not even David Beckham! Good luck for the future.

Yours sincerely

David Byrne

(Additional Inspector)