

# Kirkby-on-Bain Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	120623
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	380077
<b>Inspection dates</b>	25–26 June 2012
<b>Lead inspector</b>	Stephen Walker

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>	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Brewster
<b>Headteacher</b>	Simon Morley
<b>Date of previous school inspection</b>	16 October 2008
<b>School address</b>	Wharf Lane Kirkby-on-Bain Woodhall Spa LN10 6YW
<b>Telephone number</b>	01526 352715
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<b>Inspection number</b>	380077



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## Introduction

Inspection team

Stephen Walker

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited eight lessons and observed four teachers. Meetings were held with the headteacher, the Chair of the Governing Body, an additional governor, senior leaders, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a range of evidence, including the school development plan, the tracking system to monitor pupils' progress, safeguarding documentation, and a sample of pupils' work. He also analysed questionnaires completed by staff, pupils and 56 parents and carers.

## Information about the school

The school is smaller than the average-sized primary school. It is housed in a Victorian building which has been extensively refurbished and extended. The school has a playing field and nature reserve which is a short walk away. The majority of pupils are from White British backgrounds, with a very small number from minority ethnic backgrounds. The proportion of pupils supported at school action plus or who have a statement of special educational needs is average. The proportion of pupils known to be eligible for free school meals is below average. The school meets the current floor standard, which sets the government's minimum expectations for pupils' attainment and progress.

Provision for the Early Years Foundation Stage is made through the Reception class. Pupils are taught in three mixed-aged classes in Key Stages 1 and 2. The school provides a breakfast club which was included in this inspection. The school has received the Basic Skills Quality Mark and has achieved National Healthy Schools Status.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school that provides a safe and happy atmosphere. Despite much strength, it is not outstanding because pupils in Year 6 are not reaching well-above-average levels of attainment in English and mathematics, and the quality of teaching and learning is not yet high enough across the school to promote outstanding achievement.
- Pupils make good progress from starting points that are broadly at the levels expected nationally for their age, and attainment is above average overall by the end of Year 6. Attainment is improving after a previous period of satisfactory achievement. However, pupils at risk of underachieving do not always get additional support quickly enough. Pupils are not fully aware of their challenging targets or the expected standard of work for their predicted levels.
- Teaching is good overall, with some outstanding and some satisfactory practice. There is a supportive learning atmosphere in lessons so that pupils are engaged and make good progress. However, not all teachers use marking or questioning techniques effectively to support learning, or consistently check that pupils fully understand the tasks set for them.
- Pupils' behaviour is good. They feel very safe, are polite and respectful, and have positive attitudes to learning. They enjoy school and develop into friendly and considerate individuals. Attendance is above average and this reflects pupils' enjoyment of school.
- Leadership and management are good. The headteacher has a precise understanding of the areas for development, including the performance and professional development needs of staff. Subject leaders provide good-quality leadership of teaching and are developing their monitoring roles. The curriculum contributes well to the pupils' spiritual, moral, social and cultural development.

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

- Raise levels of achievement so that pupils gain standards in English and mathematics that are well above national averages by:
  - building on the systems for tracking pupils' progress and providing timely additional support for pupils identified as at risk of underachieving
  - ensuring that all pupils are fully aware of the challenging targets set for them and the expected standard of work needed to meet them.
  
- Raise the overall quality of teaching and learning from good to outstanding by making sure that all teachers:
  - check regularly that all pupils fully understand the tasks set for them in lessons
  - mark work consistently well so that their comments indicate both the pupils' successes and exactly how they can improve their work
  - develop the use of questioning to support and challenge pupils in their learning.

## Main report

### Achievement of pupils

Pupils achieve well during their time at the school, as parents and carers confirm. Attainment at the end of Year 6 is typically above average, although there are slight variations from year to year because the year groups are very small and each pupil's performance can have a significant impact on overall results. Assessment data indicates that pupils are currently making good progress in English and mathematics across the year groups. The school is effective in supporting the more-able pupils and ensuring that they gain the higher levels in their work. However, not all pupils are fully aware of the challenging targets set for them, or the standard of work required for them to reach their predicted levels of attainment.

Children enter the Early Years Foundation Stage with skills and knowledge that are in line with the levels typical for their age. They make good progress in lessons because of structured activities that have a positive impact on their personal development as well as promoting their number and language skills. Pupils make good progress in reading because this is a key focus, and they read regularly in school and at home each day. By the end of Key Stages 1 and 2, attainment in reading is above the national averages. The majority of pupils are also making good progress in writing and mathematics. Structured teaching, role play and a greater emphasis on extended writing particularly benefits boys, who now make good progress in all year groups. The school has been successful in improving achievement in mathematics by targeting weaker skill areas and placing a greater emphasis on using numbers and calculation skills within real contexts.

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In lessons, pupils typically learn well and make good progress. Their attitudes are positive and they work well with others. Pupils are able to reflect on what they are learning and persevere with challenges. They benefit from the opportunities to work independently and in groups. For example, Year 3 and 4 pupils made good progress in a mathematics lesson seen, as each table group were given challenging but appropriate calculation tasks to determine the turnover and profit for their mini-enterprise products.

The newly-developed tracking system and range of intervention strategies are increasingly being used to identify and support any pupils who are at risk of underachieving. However, these pupils do not always get additional support quickly enough. Most disabled pupils and those who have special educational needs make progress in line with their peers. This is because effective additional support helps them to overcome barriers to learning and take part in lessons with the other pupils. The very small number of pupils from minority ethnic backgrounds also make good progress.

### **Quality of teaching**

Lessons involve a range of interesting activities so that pupils display enthusiasm and sustain high levels of concentration, as confirmed by parents and carers. Pupils learn well because activities are clearly matched to their different abilities. Displays in classrooms provide a stimulating environment for learning and celebrate pupils' work. Disabled pupils and those who find learning difficult or have special educational needs are well supported by teaching assistants in class or withdrawn on a regular basis in small groups for extra help in reading, writing and numeracy. Teaching is good in these small group sessions.

There are occasional inconsistencies in classroom practice when teachers assume too much and do not always check that pupils understand both the work in lessons and the tasks set for them. Some teachers are less effective when using questioning in lessons to engage pupils and encourage them to think more deeply about the subject matter. There are some examples of good marking of work, but marking is not always detailed enough to indicate how successful work has been, or to show pupils exactly what they have to do to improve it.

All pupils have daily periods of literacy and numeracy, and this aspect of the curriculum is supporting the teaching of basic skills, including reading. Teaching actively supports the good spiritual, moral, social and cultural development of the pupils. For example, the teaching about different cultures, beliefs and ways of life is good and includes visits to a mosque and gurdwara in Peterborough as well as regular visits to Lincoln Cathedral.

Outstanding teaching is seen when teachers challenge their pupils with high-quality questioning and tasks, as well as encouraging them to take greater responsibility for their own learning. Highly-skilled teachers are able to engage the whole class in

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discussions, and ensure that most pupils have an opportunity to contribute to the lessons. For example, Year 5 and 6 pupils made rapid progress in English when they made individual presentations to the class on the need for preserving the rain forests and then assessed, as a class, the effectiveness of the arguments in each talk.

### **Behaviour and safety of pupils**

Pupils' behaviour is typically good in lessons and around the school, and this contributes to a calm and positive atmosphere for learning and personal growth. The staff apply well-developed systems for promoting positive behaviour and pupils respond well to the rules of the school. Pupils are encouraged to be involved in supporting the good sense of order in the school by acting as club leaders and supporting the younger pupils. The vast majority of parents and carers who returned questionnaires believe that behaviour is good and that their children are safe in school. In lessons, pupils consistently meet the school's expectations and respond well to teachers' good use of praise and encouragement to promote good behaviour. As a result, pupils work hard and enjoy their learning.

A small number of parents and carers say that some pupils misbehave. The inspector found that the very small number of pupils who display challenging behaviour are managed well by the teaching assistants so that they do not disrupt the learning of the other pupils. Pupils confirmed that disruptions are very rare and that any misbehaviour is dealt with appropriately by the teachers.

Although bullying of any kind is extremely rare, pupils, parents and carers say any unkind behaviour, such as teasing and name-calling, is dealt with quickly and effectively. Pupils develop a good awareness of the different forms of possible bullying such as cyber-bullying and prejudice-based bullying related to sexual orientation, gender, race and disability. Pupils feel very safe and secure in the school and have a good awareness of issues relating to safety. They talk confidently about how they would keep themselves safe in a variety of situations such as using the internet, crossing the road and avoiding harmful habits such as smoking.

### **Leadership and management**

The headteacher has introduced rigorous systems for monitoring teaching and tracking pupils' progress which are supporting the improvements in pupils' achievement. The subject leaders are developing their evaluating and monitoring roles, including the observation of lessons. The school development plan is a comprehensive working document with clear actions and targets which are clearly focused on improving the rate of pupils' progress and the quality of teaching. Professional development is a key focus and teachers are continually encouraged to reflect on their practice in order to improve further the quality of learning in their classes. These factors demonstrate that the school has the capacity to continue to improve.

The governors are well informed and are effective in their evaluating and monitoring

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roles. They have been particularly active in supporting the collaboration with other small schools and the greater analysis of assessment information on pupils' progress. The arrangements for safeguarding students meet statutory requirements and underpin its very caring approach. There is a strong commitment to promoting equal opportunities and tackling discrimination.

The school has developed an imaginative curriculum which is relevant to pupils' needs and provides a good range of activities. The school is effectively developing the use of the nature reserve as an environmental resource for learning. Pupils benefit from regular swimming lessons in Horncastle and the opportunity to play the recorder from Year 4. A variety of visits provide effective enhancement for the curriculum, as do the large number of extra-curricular activities which greatly increase pupils' enjoyment and experience of school. The broad range of experiences within the curriculum contributes well to pupils' achievements and to their spiritual, moral, social and cultural development. For example, assemblies and circle time are used well to encourage pupils to think about spiritual and moral issues as well as developing their confidence and self-esteem.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 June 2012

Dear Pupils

**Inspection of Kirkby-on-Bain Church of England Primary School, Woodhall Spa, LN10 6YW**

Thank you for making me so welcome, and for sharing your views with me during the inspection and through your questionnaires. I greatly enjoyed watching your lessons and looking at your work. It was also good to see you during assembly, playtime and lunchtime. Your school is a good one that continues to make significant improvements. I know that your parents and carers value the education provided for you. There are many positive things about your school.

- You enjoy school, attend regularly and work hard in your lessons.
- You are friendly and well behaved.
- You make good progress in English and mathematics.
- You show kindness and consideration to others.
- Your teachers provide a range of interesting activities in lessons and extra-curricular activities.
- Your school is led well by the headteacher and the senior leaders.

We have asked the headteacher, staff and governing body to ensure that teachers do the following things to make the school even better.

- Check more regularly that you fully understand the tasks set for you.
- Ask you more questions so that you are fully engaged in lessons.
- Make sure that you know your target levels and the expected standard of work.
- Ensure that marking celebrates your successes, but also tells you how to improve your work.

You can all help by asking the teacher for assistance when you do not understand the work, and also by volunteering to answer questions in lessons. I wish you every success in your time at the school and in your future education.

Yours sincerely

Stephen Walker  
Lead inspector

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