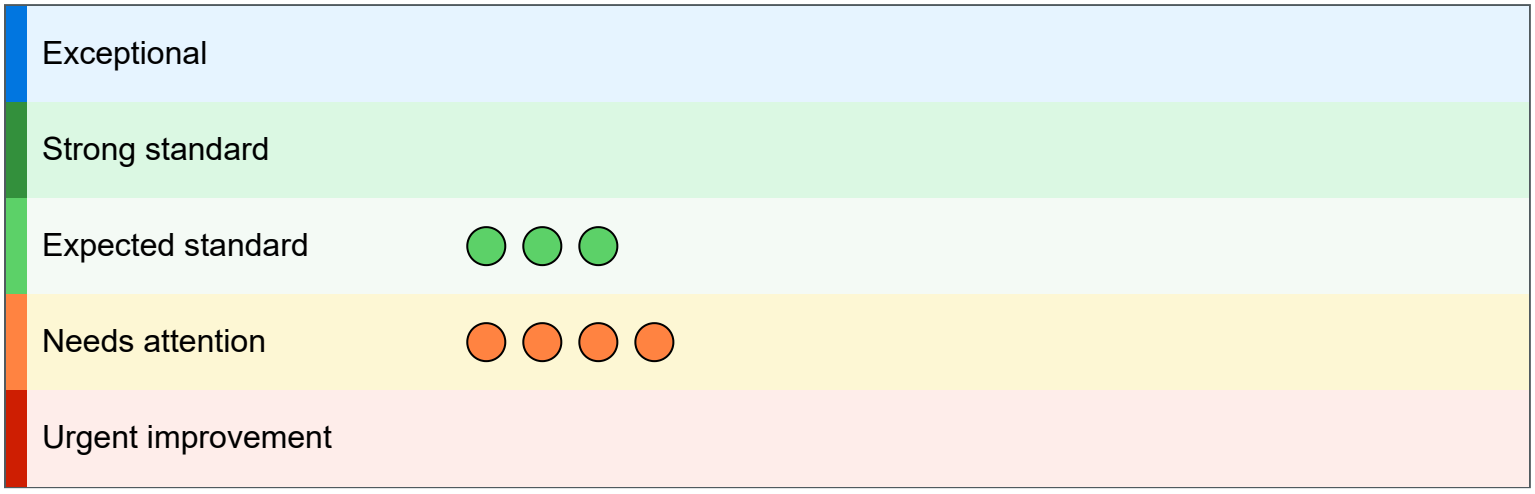
Pollington-Balne Church of England Primary School

Address: Balne Moor Road, Pollington, Goole, DN14 0DZ

Unique reference number (URN): 118044

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard

Attendance is well managed with secure daily procedures in place to ensure pupils are safe. Overall attendance is above the national average and has been for some time. Attendance is improving for pupils with special educational needs and/or disabilities and for disadvantaged pupils. Leaders analyse attendance regularly and ensure that actions are in place to support pupils who are persistently absent. Leaders engage with the local authority to provide ongoing support for families where attendance is a barrier.

Pupils are polite and well mannered. They are considerate of each others' feelings. Pupils have a positive start to the day. They are warmly welcomed by staff. Behaviour in lessons is generally positive. Most pupils engage well and contribute to lessons. Pupils know the rules and understand the school's high expectations. Pupils play well together at break and lunchtime and are appropriately supervised by staff. Pupils enjoy playing with the equipment on offer.

The behaviour policy outlines clear expectations, rewards and consequences which pupils understand. Pupils are proud to achieve awards in the weekly celebration assembly including the headteacher's award, star reader and achiever of the week. Behaviour incidents are appropriately recorded and parents and carers are informed. Pupils are not concerned about bullying. They say it happens rarely and are confident that teachers deal with it.

Early years

Expected standard

The early years curriculum is ambitious and well sequenced to support children's learning in preparation for Year 1. Leaders establish children's starting points quickly. Transition is effective with staff visiting previous settings and hold meetings with parents and carers before children start school. Staff accurately identify children's needs and adapt the curriculum accordingly to provide support for children who need it. Learning is broken down into small steps and builds on previous learning. Staff regularly check children's learning and identify their next steps. In lessons, staff interact positively with children to extend their learning. Oracy is prioritised. Staff show children how to pronounce words correctly and speak in sentences. Children engage well with each other and explain their learning in detail. Staff develop language in lessons by exploring vocabulary and unfamiliar words. Vocabulary is deliberately identified. Children learn phonics when they start school. Staff use familiar routines and resources to embed children's phonic knowledge. Staff focus on ensuring children have the control to hold a pencil correctly. Children respond well to embedded routines. Children take responsibility for self-care and organising their belongings. They develop independence and access resources to support their learning. Children engage well with staff, other adults and each other.

Personal development and wellbeing

Expected standard

The school has developed a well-structured personal development programme that is adapted to respond to local and emerging issues. The programme includes relationships

and sex education with clear parental consultation and specialist input from external agencies.

Pupils learn about equality, diversity, difference and respectful behaviour through assemblies and the curriculum. They explore fundamental British values and learn how these values shape the way people live and work together in modern Britain. Leaders have strengthened children's understanding of bullying, respectful relationships and banter. They know how to keep themselves safe online and in the community. They talk maturely about changes to their bodies and understand the importance of healthy relationships. Leaders make use of external resources to develop pupils' knowledge of the rule of law and to teach pupils how to work well with others in the community. Teachers use stories, discussions and age appropriate scenarios to help pupils understand fairness, respect and making responsible choices.

The school provides a wide range of opportunities that develop pupils' talents and interests. Pupils access extra-curricular activities in the arts, music and outdoor learning. They appreciate the range of clubs on offer including choir, sports and forest school. They enjoy visits to broaden their knowledge of the world around them including theatre visits, wildlife parks and residentials. Leadership opportunities like 'mini police' help pupils to become responsible citizens.

Pastoral support is well established with different levels of support offered for pupils with emotional and mental health needs. Pupils have access to wellbeing activities. Through the curriculum they learn about mental health. A range of interventions support pupils' wellbeing, for example LEGO therapy and 'drawing and talking'. Pupils access specialist support when needed.

Needs attention

Achievement

Needs attention

Some pupils, including those with special educational needs and/or disabilities and other barriers to their learning, do not achieve as well as they should. Tasks and activities are not consistently matched to their needs or abilities. Some pupils struggle to engage well in lessons because they cannot access the learning. Most pupils write independently. However, the technical aspects of writing are less secure. Pupils have gaps in the essential knowledge that they need to write successfully. This means that some pupils are not ready for the next stage of their education.

Pupils contribute well in lessons and respond well to staff. In phonics, pupils show secure knowledge of taught sounds and use these to read unfamiliar words successfully. In mathematics, pupils generally recall previously taught knowledge and use this to support new learning. For example, pupils explain concepts using appropriate mathematical vocabulary and apply prior learning to solve problems independently. In the wider curriculum, most pupils are learning the intended curriculum and recall previous learning. They use this to learn new knowledge. However, some pupils struggle to record their

learning due to gaps in their writing knowledge or tasks not being appropriately adapted to support them to be successful in their learning.

Curriculum and teaching

Needs attention

There are inconsistencies in the quality of teaching. In lessons, some teachers do not adapt the curriculum well enough to support lower attaining pupils or those with special educational needs and/or disabilities. Some teachers do not consistently choose the right tasks or activities to help pupils learn well. This means some pupils do not access learning securely or make the progress they should.

The curriculum is generally well designed with clear progression to support teaching in mixed age classes. The key knowledge that leaders want pupils to learn is clearly identified. Phonics is taught consistently well, using the school's chosen approach. Staff use consistent vocabulary and pronounce sounds accurately. In mathematics, teachers routinely check pupils' understanding and address misconceptions. Teachers are ambitious for pupils to write independently. High quality texts are used as a stimulus for writing. However, gaps in pupils' technical writing knowledge including pencil grip, letter formation and basic punctuation are not identified and addressed quickly enough. Teaching does not focus precisely on these technical aspects of writing. This means that gaps in pupils' writing knowledge persist as they move through the school. In the wider curriculum, teachers typically present information well in lessons and explain learning clearly. They generally have secure subject knowledge. Staff revisit previous learning and make links to new learning.

Inclusion

Needs attention

The systems for identifying and supporting the needs of pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known or previously known to social care are not embedded. Leaders accurately identify pupils' barriers to learning and pupils have individual support plans in place. However, these do not always identify the precise support pupils need and this is not done quickly enough to ensure pupils receive timely and appropriate help. Leaders check how well the support pupils receive is meeting their individual needs but this isn't as effective as it should be. The timing of reviews is not consistent. It is not always clear what pupils' next steps should be. This impacts on how well pupils with SEND access the curriculum and the progress that they make.

Leaders are committed to supporting the needs of pupils with SEND. They work effectively with external agencies and specialists. Staff use physical adaptations in lessons to help pupils to regulate and access learning. They check the progress pupils are making through the curriculum in small steps. A range of interventions are in place to support pupils' learning and wellbeing needs. Staff receive regular training to deliver the support that pupils need. Staff are developing their expertise. Leaders place a strong emphasis on pupils' wellbeing. This is beginning to have a positive impact on pupils. Leaders use additional funding appropriately to support disadvantaged pupils.

Leadership and governance **Needs attention**

Leaders' oversight of the teaching of the curriculum, particularly the teaching of basic skills in writing, is not secure. They do not have a clear enough understanding of gaps in pupils' writing knowledge and these go unnoticed and are not addressed. Leaders are not checking well enough how well pupils, including those with special educational needs and/or disabilities (SEND), are accessing the curriculum.

Leaders have recently managed significant operational challenges including building work and staffing changes. They have identified the areas of the school's work that need to improve. However, since the last inspection, they haven't responded quickly enough to bring about improvement. They are strengthening systems, particularly around inclusion. Some processes, including how quickly pupils are identified and the consistency of individual education plans for pupils with SEND, are still embedding.

Staff are proud to work at the school and appreciate the professional learning offer. They feel change is managed well and their wellbeing is supported. Leaders give consideration to staff workload and support staff with managing pupil's behaviour.

The local authority provides regular support to the school. Governors work closely with leaders, the local authority and diocese. The right actions have been put in place to bring about changes but have not been implemented with rigour. Governance has developed over time. Governors have a clear understanding of the school's context and through meetings, reports and visits, they check how well actions are being implemented.

Parents and carers hold mixed views about the school. Many value the supportive relationships and the improvement leaders have made to behaviour and communication.

What it's like to be a pupil at this school

Pupils enjoy coming to school and attend regularly. They feel safe, well cared for and supported by staff who help them to do their best. Pupils trust staff and know who they can talk to if they are worried. Pupils enjoy being part of the school community and are proud to belong to it.

Children in the early years get off to a positive start. They settle quickly, build warm relationships with staff and learn routines that help them feel secure. Pupils access a broad curriculum and value the help they get in lessons. However, pupils do not achieve as well as they should in some areas of learning. They need further support to develop their writing knowledge. The support that pupils with special educational needs and/or disabilities and lower attaining pupils to access learning are not consistently effective. Some pupils struggle to access the curriculum because their needs are not identified quickly enough, leading to delays in the support that they receive.

Pupils behave well. They are polite and well mannered. Bullying is rare and pupils are confident that staff deal with concerns quickly and effectively. The school's Christian values and the '3Rs' of respect for self, respect for others and respect for the environment underpin

pupils' attitudes and interactions with others. Pupils are proud to take on responsibilities and value the sense of belonging.

Pupils understand equality, diversity and respect difference. They recognise that everyone should be treated with respect. Visits to places of worship and work with community partners help pupils appreciate different beliefs, cultures and traditions. Pupils speak confidently about different religions. They enjoy opportunities to contribute to school life such as being reading buddies for younger pupils.

Next steps

- Leaders should ensure that the needs of pupils with special educational needs and/or disability (SEND) are identified quickly and ensure effective support is in place to reduce barriers to their learning.
- Leaders should ensure that staff continue to receive training to adapt the curriculum successfully so that pupils with SEND and those with other barriers to their learning access learning and achieve well.
- Leaders should ensure that new staff receive the necessary training and support to teach foundational knowledge in writing effectively, so that pupils have the skills to write well in all areas of the curriculum.
- Leaders should ensure that all teachers identify and address gaps in pupils' learning quickly so that pupils make secure progress across the curriculum.
- Leaders and governors should ensure that actions to bring about improvement are implemented quickly and effectively so that the school continues to embed the curriculum, teaching across the school is consistent and the support pupils with SEND is secure.

About this inspection

The chair of the board of governors is Kay Ray.

The school is part of a federation called The Federation of Cowick and Pollington-Balne Church of England Primary Schools.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the executive headteacher and the head of school during the inspection. They also met with the local authority head of school effectiveness, the school improvement adviser and a representative from the diocese. They met with governors, including the chair of governors.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Sheffield. Its last section 48 inspection was in May 2025.

The school currently uses no alternative provision.

Executive Headteacher: Katherine Rawes

Lead inspector:
Nicola Beaumont, His Majesty's Inspector

Team inspector:
Darren Marks, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 16 June 2026

School and pupil context

Total pupils

124
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

140
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

8.06%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.61%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.32%
Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	61%	Close to average
2024/25 (final)	50%	62%	Below
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	78%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (final)	67%	75%	Below
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	89%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	74%	72%	Close to average
2022/23 (final)	89%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	73%	Below
2024/25 (final)	67%	74%	Below
2023/24 (final)	58%	73%	Below
2022/23 (final)	78%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	17%	46%	Below
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	17%	62%	Below
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	17%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	17%	68%	-51 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	17%	80%	-63 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	17%	78%	-61 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.3%	13.0%	Below
2023/24 (3 term)	12.0%	14.6%	Close to average
2022/23 (3 term)	11.7%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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