

New Holland Church of England and Methodist Primary School

Inspection report

Unique Reference Number	118023
Local authority	North Lincolnshire
Inspection number	379519
Inspection dates	22–23 November 2011
Reporting inspector	Roger Sadler

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Chantelle Wynn-Jackson
Headteacher	Vicky Matthews
Date of previous school inspection	09 June 2009
School address	School Lane New Holland Barrow-upon-Humber DN19 7RN
Telephone number	01469 530470
Fax number	01469 530277
Email address	admin.newholland@northlincs.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching in the Early Years Foundation Stage and the other two classes. Three teachers and the Early Years Foundation Stage manager were seen for either a whole or part-lessons. The team analysed samples of pupils' work, particularly in mathematics and writing, and held meetings with members of the governing body, staff, pupils, parents and carers. They observed the school's work, including play times and assembly, and looked at records from the previous and current school years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance were compared with national data. Inspectors analysed the 20 questionnaires returned by parents and carers, along with questionnaires returned by pupils and staff.

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

- The achievement of pupils and the extent to which pupils' attainment is improving.
- Whether assessment information is effectively used to promote learning.
- How effectively monitoring and evaluation are used to support school improvement.

Information about the school

All pupils attending this very small rural primary school are from White British families. The proportion of pupils known to be eligible for free school meals is above average. A well-above average proportion of pupils has special educational needs and/or disabilities. Since the previous inspection, the school has received Healthy Schools status. There has been a high incidence of long-term staff absence over the last year. The new headteacher took up her post in September 2011.

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 which is improving well. Strong emphasis is placed on promoting pupils' personal development and on good-quality care, guidance and support for pupils. Consequently, many aspects of pupils' personal development are good. For example, pupils behave well and older pupils in particular are keen to accept responsibilities for contributing to the school and wider community. Pupils arrive punctually and their attendance is above average, reflecting pupils' enjoyment of school. One parent reflected the views of many when she stated, 'both my children love coming to school and would go at weekends if they had their way'. Pupils feel safe in school and act with careful regard for the safety of others. Parents, carers and pupils hold the school in high regard and are especially appreciative of the school's family atmosphere and the good quality of care and support provided.

From below expected starting points, pupils make satisfactory progress throughout the school and, now that the disruptions caused by long-term staff absence are coming to an end, rates of progress are beginning to improve. However, attainment by the end of Year 6 falls a little short of average standards. Attainment in reading is the weakest aspect in younger classes, mainly due to an insufficiently strong emphasis on the teaching of letters and sounds. However, the new headteacher and staff are aware of this and have begun to improve provision for reading. In writing, opportunities are missed to enable pupils to develop particular writing skills in subjects such as history, geography and science. Pupils with special educational needs and/or disabilities make good progress due to the high-quality support they are provided with, often by teaching assistants. Teaching assistants have a much more positive impact on pupils' learning when pupils are working independently, but their deployment is less effective during whole-class sessions.

Teaching is satisfactory overall, and has some good aspects, especially in the way that behaviour and relationships are managed. It is generally well-planned for the range of needs, ages and abilities in a class, though occasionally whole-class presentations are a little too easy for some and too hard for others. Although an effective new system has been introduced to help pupils know their targets, this is in its early stages and has not yet had the intended effect on improving pupils' learning. Sometimes pupils are asked to remember too many things in lessons and this confuses them. The school is aware of these issues and is working to bring about the necessary improvements.

The headteacher has made a good start and, in a short space of time, has carried out audits which have informed the priority actions and next steps for the school. She has also used national data and school records well to compare the performance of New Holland pupils with that of similar pupils nationally, but other staff and governors require further training on this aspect. Monitoring and self-evaluation, although mainly carried out by the headteacher, is accurate and staff and the governing body share a clear understanding of which aspects require improvement. This, together with recent improvements, for example in provision for guided reading, shows the school has satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Improve attainment in English by:
 - training staff in the teaching of letters and sounds
 - introducing a regular programme of phonics teaching, particularly in younger classes
 - ensuring that particular writing skills are developed in subjects other than English.

- Improve the quality of teaching by:
 - helping pupils to see where and how to improve particular aspects of their work
 - ensuring that pupils focus on improving only one or two things in a lesson
 - using regular reviews of pupils' progress to inform future teaching and learning
 - improve the deployment of teaching assistants in whole-class sessions
 - ensuring that whole-class presentations always fully meet the range of needs in a class.

- Improve leadership and management by:
 - helping staff and the governing body to understand how well the school's pupils are performing in comparison with national expectations
 - sharing leadership roles, especially in monitoring and evaluation, more widely throughout the school.

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

Outcomes for individuals and groups of pupils

3

Children generally enter the Early Years Foundation Stage with a level of knowledge and skills below that expected for their age, particularly in communication, language and literacy. Pupils behave well and sustain good levels of concentration in the interesting lessons provided and this helps them enjoy their learning. Lower-attaining pupils and those with special educational needs and/or disabilities make good progress in lessons throughout their time at school because their needs are well known and they receive frequent good-quality support in small groups. Overall, pupils' achievement is satisfactory and there are signs that attainment is rising.

When pupils are working in groups, learning is varied appropriately to meet the learning needs of all groups of pupils. However, on occasions, when all the year groups in the class listen to the same introductions, the topics discussed are either too easy or too hard. Consequently, for some, this is not an effective use of time.

Pupils’ spiritual, moral, social and cultural development is good. Their social development is the strongest element and relationships are a strength. Pupils’ cultural development is a weaker element because of their more limited knowledge and experience of the diversity of life in modern Britain. Pupils take a strong role in the school community, especially the older pupils, as early years helpers or as members of the school council that is organised to enable them to take responsibility. The school’s work towards Healthy Schools status has helped provide pupils with a good understanding of a healthy diet and the need for regular exercise. Their satisfactory progress in basic skills and their good relationships and behaviour, help ensure that pupils are appropriately prepared well for the next stage of education and the world of work beyond school.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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	2
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Staff manage behaviour effectively and this helps pupils to concentrate well in lessons. Teachers use interactive whiteboards well to add impact and clarity to whole-class teaching. Although the home-reading programme is well-organised, the lack of a systematic and fully-effective approach to teaching pupils letters and sounds slows progress in reading. Teaching assistants make a strong contribution to pupils’ learning by working with them in small groups, especially pupils who are struggling with an aspect of learning. All teachers mark work diligently; the quality of marking has improved recently and is beginning to provide pupils with better guidance on precisely what and how to improve. All teachers usefully provide pupils with criteria to help them assess their own work, but sometimes, too many criteria are given at a time. As a consequence, pupils are not clear exactly where they need to focus their efforts to improve and this slows their progress a little.

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

The curriculum is rich and varied. Pupils say they enjoy the weekly French lessons and the annual residential visit. The school has a good range of interesting and well-supported clubs and activities which contribute to pupils’ social development. Pupils are particularly keen on the gardening club, which makes good use of the school’s excellent grounds to improve their appreciation of the environment. They also enjoy taking responsibility for maintaining the gardens and grounds through ‘groundforce’ days. Physical activity has a secure place in the school timetable and many enjoy the specialist coaching they receive, mainly in the summer months. The school’s effective personal, social and health education programme makes an important contribution to pupils’ good personal development and well-being. The curriculum is suitably modified to meet the needs of the more-able and middle-attaining pupils and is adapted very well to meet the learning needs of pupils with special educational needs and/or disabilities. Opportunities are missed to develop the particular writing skills being taught in English lessons in other subjects such as science, history and geography.

The school knows its pupils very well. Each class teacher has a detailed knowledge of individual pupils’ personal development needs and sensitively takes account of these when working with pupils. Good-quality care ensures that the personal needs of all pupils are met, including those whose circumstances make them potentially vulnerable and those with special educational needs and/or disabilities. The school ensures that pupils are aware of how to keep themselves safe within and outside school, including when they use the internet. Staff work effectively with families and other professionals to ensure that the pupils’ needs are fully met. Each pupil has a designated adult, as well as other pupils, to turn to if they have any concerns and this helps them feel fully secure in school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Good-quality monitoring and evaluation by the new headteacher has enabled her to identify already the most important aspects which require improvement. A clear and well-focused school improvement plan, containing clear ways of measuring the impact of actions, has been agreed and staff are both clear about and supportive of its priorities. Staff meeting and staff training time is used well to support staff in achieving the priorities in the plan. A key aspect of this plan is for the headteacher to hold termly meetings with each teacher to identify exactly which pupils are at risk of underachieving and to arrange whatever help might be necessary to improve their achievement. All pupils are valued, the school provides good opportunities for pupils of all abilities and backgrounds, and discrimination is not tolerated.

The governing body, working closely with the headteacher and appropriate advisors, is dealing effectively with recent budget-deficit problems and is developing a clear strategy to eliminate the deficit. Although the governing body has a sound overview of the school's strengths and weaknesses, further training on aspects such as the analysis of performance data is required to enable them to carry out their quality assurance role fully effectively. Good partnerships which enhance the quality of provision have been established with parents and other local providers, social and health services, the local authority and with the churches. Leaders are aware of the need to undertake a review of the school's contribution to community cohesion, especially of the ways in which staff promote pupils' knowledge of a range of cultures in modern Britain and in the rest of the world. Procedures for safeguarding pupils are given high priority by all staff and by the governing body and fully meet current requirements. Staff training in safeguarding is comprehensive and effective, and the school has well-developed systems to identify potential risks.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Children usually enter the Early Years Foundation Stage with skills and knowledge below those typical for their ages. Good relationships with parents and carers and good induction procedures enable children to feel confident and make a secure start to their education. As a result, children make satisfactory progress in most areas of learning. By the end of Reception children's knowledge and skills are generally below averages for their ages. Their personal, social and emotional development is the strongest aspect and many show average or even above-average social development by the end of Reception. The weaker areas are their language and mathematical development.

Staff treat the children with sensitivity and kindness, and parents and carers are confident that their children are well looked after, safe, secure and contented. Children work and play happily together and enjoy the good range of interesting activities provided both indoors and outside. Adults carefully assess the learning of individuals. This information is soundly used to inform the planning of the next steps in their learning, though the information gathered is not always fully evaluated in order to gauge overall progress and needs as children move through into Key Stage

1. Children concentrate well when working independently but in whole-class sessions, too much noise is sometimes accepted and this spoils concentration.

Leadership and management are satisfactory and staff have a sound overview of which aspects require improving. For example, staff recognise that the teaching of letters and sounds requires review. Strong priority is given to children’s welfare and to ensuring good relationships with parents and carers. Teamwork within the Early Years Foundation Stage unit is good and both members of staff work to a shared purpose.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
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

More than half of parents and carers returned the questionnaire, which is an above-average rate of response. The great majority is fully supportive of the school. Their comments on the inspection questionnaire and their verbal reports to inspectors indicate that they are fully confident that their children are happy and feel safe in school. Parents and carers were particularly appreciative of the quality of care and support provided. The inspectors endorse these views. There was no strong pattern in the responses to indicate shared views on particular aspects of the school that parents and carers were not fully satisfied with.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Holland Church of England and Methodist 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 20 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	55	9	45	0	0	0	0
The school keeps my child safe	17	82	3	15	0	0	0	0
The school informs me about my child's progress	10	50	10	50	0	0	0	0
My child is making enough progress at this school	10	50	8	40	2	10	0	0
The teaching is good at this school	11	55	9	45	0	0	0	0
The school helps me to support my child's learning	10	50	7	35	3	15	0	0
The school helps my child to have a healthy lifestyle	11	55	9	45	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)	8	40	10	50	0	0	0	0
The school meets my child's particular needs	11	55	8	40	0	0	0	0
The school deals effectively with unacceptable behaviour	10	50	9	45	1	5	0	0
The school takes account of my suggestions and concerns	12	60	6	40	1	5	0	0
The school is led and managed effectively	10	50	8	40	1	5	0	0
Overall, I am happy with my child's experience at this school	12	60	8	40	0	0	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 is 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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



24 November 2011

Dear Pupils

Inspection of New Holland Church of England and Methodist Primary School, Barrow-upon-Humber DN19 7RN

Thank you for making the inspectors so welcome when we came to your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleague and I enjoyed watching you learn and talking with you in lessons and around school.

Your school provides a satisfactory standard of education and you make satisfactory progress. Staff look after you well and we are pleased you enjoy lessons. You clearly enjoy school and you attend regularly and arrive on time. You know how to act safely and think about the safety of others. You are being properly prepared for life at your next school and for life beyond school. You show sensitive consideration for others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning more difficult make good progress because the school helps you to learn and you are given extra help in small groups.

There are many things that your headteacher, teachers, other staff and the governors want to improve, because they want your school to get even better. We have asked that the headteacher and governors concentrate especially on:

- helping to ensure that you do your very best in reading
- ensuring teachers help you to see how you can improve your work
- helping those who share responsibility for running the school do their job even better.

Yours sincerely,

Roger Sadler
Lead Inspector

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