

Holton-le-Clay Junior School

Inspection report

Unique reference number	120497
Local authority	Lincolnshire
Inspection number	380043
Inspection dates	10–11 May 2012
Lead inspector	Glynn Storer

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Jim Allen
Headteacher	Carole Craven
Date of previous school inspection	11 February 2009
School address	Picksley Crescent Holton-le-Clay Grimsby DN36 5DR
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Introduction

Inspection team

Glynn Storer

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons or parts of lessons and one assembly. In total, six members of staff were observed teaching. The inspector looked at pupils' work and listened to pupils read. He talked to pupils and to parents and carers and held meetings with staff and governors. The inspector observed the school's work, and looked at documentation including development plans, information on pupils' attainment, progress and attendance, monitoring reports and safeguarding records. He analysed questionnaire responses from 112 parents and carers, 137 pupils and 20 staff.

Information about the school

The school is smaller than the average-sized primary school. Almost all of the pupils are White British. Very few pupils are from minority ethnic groups or speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The number of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is above average for a school of this size: some have complex difficulties and medical needs. The school meets the current floor standards, which are the minimum standards expected by the government.

Since its last inspection, the school has entered into federation arrangements with the neighbouring infant school. An executive headteacher and a single governing body oversee the work of both schools.

The school has gained a range of awards in recognition of aspects of its work. These include: Artsmark (gold); Eco School (silver); Healthy School and Creative Enquiry School status; Sportsmark and Investors in People.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. Outcomes for pupils have been better than those in similar schools nationally for most of the last 10 years and continue to improve as this school and its federation partner infant school go from strength to strength. This is not an outstanding school because inconsistencies in teaching and gaps in provision for information and communication technology (ICT) continue to affect pupils' learning and progress in some lessons.
- Pupils of all ages, abilities and backgrounds, including those who are disabled or have special educational needs, and those who are known to be eligible for free school meals, achieve well because teaching is effective. Standards are above average because almost all pupils make, and many exceed, the expected amount of progress from their starting points.
- Teaching is regularly good and, at times outstanding. Pupils benefit from lively, engaging lessons that really make them think. Nevertheless, inconsistencies in teachers' marking, day-to-day assessments and use of objectives and targets occasionally slow pupils' progress in some lessons.
- Pupils' outstanding behaviour and their strong relationships with others give rise to the exceptionally safe and harmonious atmosphere that pervades the school. By the time that they leave the school, almost all pupils strive to succeed and readily rise to the challenge of tasks that make significant demands on them. This excellent approach to learning is a key factor that contributes to the good progress that they make.
- The effective management of teaching in all phases across the federation is responsible for improvements in school outcomes. The executive headteacher's highly effective leadership and her robust management of staff performance maintain the impetus of improvement. The governing body supports the school effectively but, as yet, too few governors are involved in the rigorous first-hand monitoring of the school's work.

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What does the school need to do to improve further?

- By July 2013, increase the proportion of outstanding teaching by:
 - ensuring that teachers use on-going assessments more consistently to fine-tune learning to meet the needs of all pupils
 - strengthening the focus on objectives for individuals and groups in all lessons, so that pupils always know what is expected of them
 - extending good practice in marking and guidance from English to other subjects.

- By September 2013, strengthen the leadership and management of teaching and learning by:
 - refreshing resources and provision for ICT, and ensuring that the use of ICT supports pupils' learning across the whole curriculum
 - giving more governors a role in the first-hand monitoring of the school's performance.

Main report

Achievement of pupils

Parents and carers are virtually unanimous in the view that their children are making good progress. Their view is consistent with inspection findings.

Pupils typically enter the school attaining standards that are average, although many of the current Year 6 cohort had below average attainment on entry to Year 3. The results of national tests show that pupils have regularly attained above average standards, although a dip in 2011 saw overall standards drop to average and standards in English fall below the national average. The school has taken prompt and effective action to reverse this decline. Standards in reading, writing and mathematics are currently above average at the end of Key Stage 2. The impact of improved teaching, assessment and tracking of pupils' progress is now clearly evident in pupils' good achievement. Almost all pupils, not only in the current Year 6 but throughout school, have made good progress, especially over the last 24 months, and for some, progress has been outstanding. The proportion of above average National Curriculum Level 5 scores – an area for improvement arising from the 2011 national tests – has improved strongly. Teaching in all Key Stage 2 classes makes significant demands on pupils. Teachers' expectations are consistently high. They routinely require pupils to solve complex problems and persevere in the face of difficulties, and because a strong work ethic prevails, pupils rise to this challenge and learn at a good or better rate.

Disabled pupils and those with special educational needs make similar progress to other pupils. Staff who support them have in-depth understanding of the difficulties

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that individuals face. They are unstinting in the care they provide and in challenging them to achieve at every opportunity. Consequently, the standards that these pupils attain by the time that they leave the school are typically higher than those attained by similar pupils nationally, and their progress is greater.

Quality of teaching

Pupils make good progress because most teaching is effective. The teaching team is still working to achieve consistency in all areas but, at its best, teaching is outstanding. As such, it has an extremely positive impact on pupils' learning and on the development of good practice throughout the school. Inspection findings confirm parents', carers' and pupils' belief that teaching is good.

In the best lessons, teaching is lively and engaging but also makes considerable intellectual demands on the pupils. Expectations are high and an excellent balance of support and challenge inspires pupils to succeed. For example, in an exceptionally successful art lesson, the teacher's excellent knowledge and understanding of the work of the artist Modigliani and her ability to demonstrate associated techniques, dispelled pupils' anxieties. The teaching inspired confidence and promoted a will to succeed, which together resulted in finished art work of a standard that was well above age-related expectations. The effective use of assessment to support learning is a strong feature of many lessons. However, when teaching is less successful, pupils are unsure about what is expected of them, because teachers do not give enough emphasis to the setting of objectives for individuals or groups. Sometimes, progress is therefore inhibited. This occurs when teachers' on-going assessments do not identify quickly enough where pupils need additional help or could be moved on to more challenging tasks. There is good practice in the marking of pupils' work in English. Constructive comments and clear guidance help pupils to improve. This good practice does not always extend to other subjects.

Teachers' planning is effective. The teaching of disabled pupils and of those with special educational needs is good because planning for these pupils is thorough and inclusive. As a result, work is suitably challenging and they have access to, and benefit fully from, all that the school has to offer. The school works closely with parents and carers to ensure continuity of support for them. Parents and carers endorse this judgement saying, for example: 'The school goes over and above the call of duty to ensure that each individual child's needs are met and celebrated.' By building topics around pupils' needs and interests, teachers motivate pupils effectively and foster exceptionally positive attitudes to learning. Planning ensures that all topics contribute to pupils' spiritual, moral, social and cultural development because teachers understand the need to broaden pupils' horizons and expand their thinking and experiences in these areas.

Behaviour and safety of pupils

All parents and carers who returned a questionnaire agreed that their children feel safe in school. A very large majority also agreed that lessons are not disrupted by

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poor behaviour and that the school deals effectively with any bullying that occurs. Pupils express similar views. They have a good understanding of different forms of bullying and know how to combat them. Inspection findings are consistent with the views of parents, carers and pupils. Pupils' behaviour in and around the school is excellent. They enjoy strong relationships with one another, with older pupils showing great care and consideration for younger friends. Pupils' play is lively and energetic but there is no evidence of play that could cause harm or upset to others.

By the time pupils leave the school, most have developed highly positive attitudes to learning and to school life in general. They cooperate exceptionally well with others and are capable of high levels of independence and/or collaboration, as required by particular activities. Enjoyment of school and this strongly positive approach to learning adds significantly to pupils' progress and is an important factor in their high rate of attendance.

Leadership and management

At the heart of the successful drive to improve the provision and outcomes for all pupils has been the determination of the executive headteacher and governing body to build quality and consistency across the federation. In just over two years, the positive impact of this initiative is increasingly evident. New approaches to assessment and the tracking of pupils' progress, along with 'in-house' examples of outstanding teaching, have underpinned improvements in teaching and achievement across the school. The management of provision for disabled pupils and those with special education needs embody rigorous approaches to promoting equality and tackling discrimination. As a result, the school is an inclusive, tolerant and harmonious community. All staff have settled into their teaching and/or leadership roles effectively because induction and access to on-going professional development have promoted confidence and an ambition to 'make a real difference'.

The leadership team has also been responsible for developing a rich curriculum. Within an established framework that ensures balanced coverage of most subjects and the systematic reinforcement of skills, especially in literacy and numeracy. Pupils have a real say in the detail of what they want to learn. This, along with frequent, carefully linked special events and educational visits, ensures high levels of interest and engagement that bring out the best in most pupils. A strength of the curriculum is the extent to which it promotes spiritual, moral, social and cultural development. There is a strong focus on the expressive and performing arts and developing pupils' personal qualities. This, along with topics that enable pupils to understand global issues; gain insights into the religious and cultural diversity of modern Britain, or to participate in local community events, strengthens these areas of pupils' development. The school's many and varied nationally accredited awards bear witness to the quality of many aspects of the curriculum.

One area of weakness remains in current curriculum provision. Resources, approaches to the teaching and pupils' use of ICT do not give pupils enough access to computers or other devices that could support and enhance learning across the

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curriculum as a whole. The school has identified these shortcomings in its self-evaluation, but action to bring about improvement has not yet begun.

The governing body is conscientious in overseeing the school's work and in ensuring that safeguarding arrangements meet current requirements. Some members of the governing body are both rigorous and independent in their monitoring. This gives them authority when they challenge the school about what it achieves, or about progress towards identified targets. However, too few governors monitor in this first-hand way to give the governing body a real voice in school self-evaluation. Nevertheless, the school's record of improvement since its last inspection, the positive impact of federation arrangements, and strengthening governing body monitoring give the school a good capacity for sustained improvement.

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).

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.



14 May 2012

Dear Pupils

Inspection of Holton-le-Clay Junior School, Grimsby, DN36 5DR

It was a delight to inspect your school. I really enjoyed talking to you. I was very impressed by your good manners and the thoughtful way you treated each other and answered my questions. It was really good to see you helping each other in lessons. Your exceptionally positive attitudes are helping you to learn effectively.

Your school is giving you a good education. Your standards of attainment are above average and most of you make good progress. Teaching is usually good and sometimes outstanding, but there are times when it is inconsistent. I have asked school leaders to make sure that teaching is outstanding in as many lessons as possible. That way, your progress will improve further. Occasionally, the tasks that teachers set do not bring out the best in all of you, so I have asked teachers to keep a close eye on how you are all doing and to match activities to your needs more closely. Sometimes, teachers do not make the best possible use of your individual targets or make sure you know how to improve when they mark your work or talk to you about it. I have asked staff to improve these aspects of teaching.

The leaders at your school are doing lots of things to make the school better. For example, you told me that there are lots of activities and special events that make lessons exciting. However, at present you do not get enough opportunities to use computers and other technological equipment to help you to learn even more effectively. I have suggested that improvements in this area should become a priority. Finally I have asked more members of the governing body to be involved in checking on how well you are all doing and ensuring that the school meets its improvement targets.

You can help your school to improve further by continuing to try very hard in all your lessons and by following the advice that teachers give you.

Yours sincerely

Glynn Storer

Lead inspector

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