

New Holland Church of England and Methodist Primary School

School Lane, New Holland, Barrow-upon-Humber, Lincolnshire, DN19 7RN

Inspection dates 29–30 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress, particularly in writing, is not consistently good and so not all pupils achieve all that they could.
- The school does not build upon pupils' writing skills systematically or provide pupils with sufficient opportunities to write at length and independently in literacy and other subjects.
- Inconsistencies and variation, particularly in teachers' planning, mean that the quality of teaching is not yet good.
- More-able pupils are generally not challenged sufficiently to achieve more.
- The marking of pupils' work is not always effective in helping them understand what they might do to improve further.
- The monitoring of pupils' learning is not rigorous enough to ensure that the work pupils produce in their books is always of high quality and accurately reflects teachers' assessments of pupils' progress.
- Subject leaders are not involved enough in monitoring the quality of teaching and learning in their subjects.

The school has the following strengths

- Pupils are safe and well cared for at school and are happy there.
- Pupils develop positive attitudes to learning. They behave well in lessons and around the school. They benefit from a range of activities that enhance their social development and their sporting skills.
- Parents express positive views about the school and say that their children are happy and safe there.
- The headteacher, supported well by staff and governors, is determined to move the school forward. There are clear signs of improvement, for instance in reading where pupils achieve well by the end of Key Stage 2.
- Leaders have identified the reasons why teaching, particularly in writing, needs to improve and are taking decisive and appropriate steps to address this urgently.

Information about this inspection

- The inspector observed nine lessons, three of which were observed jointly with the headteacher. In addition, the inspector made other visits to classes, looked at pupils' work and listened to a number of pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and three other governors, the headteacher and other leaders and managers. The lead inspector had a meeting with the school's representative from the local authority.
- There were 24 responses to the online questionnaire (Parent View). Inspectors took account of the views of a number of parents spoken to during the inspection and 10 responses from staff that completed Ofsted's staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, and the records of how the school uses its funding, especially how the money from pupil premium and sport is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also taken into consideration.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a well-below average-sized primary school.
- All pupils are of White British heritage.
- The proportion of pupils supported through school action and school action plus is above average.
- The proportion of pupils with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is above average. In this school the pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after.
- The proportion of pupils who join the school at times other than the Early Years Foundation Stage is above average.
- The school has had a very high turnover of staff since the previous inspection.

What does the school need to do to improve further?

- Tackle the teaching that requires improvement so that all teaching is consistently good or better so that the rate of pupils' progress and achievement increases, by ensuring that:
 - teachers plan work that accurately matches the needs of each pupil and challenges all pupils sufficiently, particularly the more able
 - teachers have higher expectations of all pupils
 - marking provides pupils with the guidance they need to improve their work in all subjects.
- Improve the teaching of writing so that pupils' achievement increases by ensuring that:
 - pupils are taught the skills they need to develop and extend their writing in literacy lessons
 - pupils have sufficient opportunities to apply their writing skills independently and at length across other subjects
 - teachers adopt a consistent approach to developing pupils' handwriting and presentation skills.
- Improve the effectiveness of leadership and management by ensuring that:
 - the monitoring of learning is rigorous and that the work pupils produce in their books is always of high quality and accurately reflects teachers' assessments of pupils' progress
 - that all teachers adopt consistent approaches particularly in their planning and marking
 - subject leaders are more involved in monitoring teaching and learning in their subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress, especially in writing, is too slow through the school and the more-able pupils are not always challenged sufficiently.
- Children start school with skills that are below those typically expected for their age. They settle quickly in the nursery and make a good start to their learning. Progress is good in their personal and social development because children feel safe at school and enjoy being there. However, expectations are not always high enough for them to achieve more and so by the time they enter Year 1, most are still below the levels expected for their age in literacy and numeracy.
- Pupils continue to make expected progress through the school in reading and mathematics. Pupils' progress is not better because teaching is not consistently good. More-able pupils are not always challenged sufficiently and so do not achieve as well as they could.
- At the end of Year 2, standards in reading, writing and mathematics are below average, although a few pupils are working at average levels. At the end of Year 6, most pupils attain the levels expected for their age overall. Pupils often achieve more in reading and mathematics because teaching in these subjects is generally better. In mathematics pupils enjoy practical tasks, competitive challenges and problem solving activities that encourage them to apply their number skills more confidently.
- The teaching of letters and the sounds they make in Reception and Key Stage 1 effectively provides pupils with a firm start to their reading. However, pupils are not always confident in applying these initial skills when tackling unfamiliar words in their reading and spelling. While reading is given high priority, pupils' comprehension and prediction skills are not developed as well as they might be for pupils to achieve well. Consequently, while most pupils reach the levels expected for their age, few achieve above average standards.
- Standards in writing are well below average because writing skills are not developed and extended effectively through the school. Pupils do not have sufficient opportunities to write at length and independently in literacy or other subjects in order to achieve more. In addition, the inconsistency in the teaching of handwriting and spelling results in work that is often poorly presented.
- The pupils supported through the pupil premium make similar progress to their classmates. The school is successful in ensuring that the gap between the achievements of these pupils compared with non-free school meals pupils in this school is not widening. This group of pupils is working at two or three terms behind the levels expected for their age but from their starting points, they make expected progress because they receive effective individual support.
- Pupils who join the school at times other than in the Early Years Foundation Stage are integrated well, supported effectively and generally do as well as their classmates.
- Despite not providing fully for the most-able pupils, the school is committed to equal opportunities and provides effective support, particularly on a one-to-one level, to ensure that those pupils identified for support through school action and those with a statement of special educational needs make at least expected progress against their starting points.
- The school uses the primary school sport funding to extend the opportunities pupils have to work with professional sports clubs and to provide pupils with sportswear so that they participate fully in physical education. Pupils enjoy sports such as tag rugby and football, and understand well how to keep fit and healthy.

The quality of teaching

requires improvement

- Not enough of the teaching is consistently good. There is too much variation in the way pupils' skills are developed and extended and in the effectiveness of teachers' planning, assessment and marking. Teachers' expectations of what pupils can do and achieve, especially the most-able pupils, are often not high enough.
- In lessons that require improvement, pupils of all abilities often sit through quite lengthy,

generalised presentations that are too easy for some and too hard for others. The school has a good range of information about pupils' progress, but teachers do not always use this information well enough to ensure that the tasks they set for the pupils, particularly in writing, help them develop and extend their skills effectively. Teachers do not always plan lessons so that pupils' learning builds rapidly on what they already know and are able to do, and this slows progress, particularly of the most-able pupils. Consequently, not all pupils achieve as well as they could.

- The best lessons are interesting and well-structured, providing pupils with good opportunities to discuss their ideas. Lively questioning is often used well to encourage pupils to think about their learning and develop their ideas. For example, thought-provoking questions helped pupils in the Year 5 and 6 class to consider whether the life forms that exist on planet earth could survive on Mars or Jupiter and if not, why.
- When pupils are clear about what is being asked of them, they achieve well. However, in some lessons, teaching does not make it clear what pupils are learning or what teachers expect from pupils when they work by themselves. As a result, some, while still generally behaving well, become distracted, lose concentration and so do not make as much progress as they could.
- The marking of pupils' work is inconsistent. Some is very effective in showing pupils how to improve their work. Elsewhere, the guidance is minimal and pupils continue to make the same errors, for example in their spelling and punctuation and produce work that is poorly presented.
- While children settle quickly in the nursery because they are made to feel safe and secure, the teaching requires improvement because expectations are not high enough to ensure that they make rapid gains in all their learning. Children learn well during adult-led activities but are not given enough confidence to work and learn successfully by themselves and so do not make as much progress as they could.

The behaviour and safety of pupils are good

- Pupils enjoy learning and want to do well. They listen attentively and contribute confidently in lessons. However, occasionally, when lessons do not hold their interest, some pupils lose their enthusiasm for learning, become distracted and do not achieve as well as they could.
- Behaviour is good. Pupils are polite, friendly and respectful. They enjoy responsibilities such as being monitors and playground buddies and maintaining the school gardens. They are kind to each other with, for example, older pupils looking after younger ones at lunchtimes.
- Pupils form trusting relationships with staff and know that if they have any worries or concerns staff will help them. Pupils understand that bullying can happen in a range of ways including through mobile phones. They say that there is no bullying in school and are confident that if incidents did arise, the school would deal with them straight away.
- Pupils have a good understanding of how to stay safe, fit and healthy. They enjoy sports events and know how to keep safe outside school and who to go to if they needed help.
- Parents are very positive about the school and how much their children like being there. Pupils enjoy a range of activities that enrich their learning, particularly the clubs and social events the school organises. Older pupils talked excitedly about going on a range of visits, for example to theatres and cinemas, and say that such activities help them to discover what they can do outside school and outside the village.
- Through working with a range of visitors, pupils show respect for the different communities and lifestyles in the world beyond school. For example, pupils talked excitedly about going to listen to a Japanese drum group last year. The school is aware that opportunities to extend pupils' experiences of the diversity in the wider world need developing further.
- Pupils' attendance is average. Despite the school's best efforts to address this, persistent absence is an issue in one or two cases.

The leadership and management requires improvement

- The leadership and management are not yet good because pupils' progress is not as fast as it could be. However, the headteacher is very ambitious for the school and is driving improvement effectively.
- The headteacher, supported by the governors and staff, is committed to raising achievement for all pupils and having secured a safe, friendly environment where pupils enjoy learning, is now focused well on raising standards in all subjects as quickly as possible.
- Through careful analysis of the school's recent performance, appropriate action is being taken to raise achievement, particularly in writing. Collaboration with other schools has been valuable in supporting school improvement and providing good opportunities for staff training so that teachers can improve their performance and so raise pupils' achievement. Where teaching requires improvement, leaders provide effective individual support. Where good teaching has been sustained, pupils are making good progress but inconsistencies remain because improvements have not been in place long enough to have had full impact in all year groups.
- The headteacher monitors teachers' performance regularly and identifies where improvements need to be made. However, subject leaders are not involved enough in monitoring the quality of teaching and learning in their subjects. Teachers' planning is not checked closely enough to ensure it challenges all pupils appropriately, that teacher assessments accurately reflect the work in pupils' books and that marking is always of high quality.
- Pupils' progress is reviewed frequently. Leaders ensure that most pupils make at least expected progress by the time they leave the school. Effective individual support ensures that pupils most at risk of falling behind make the progress expected in relation to their starting points.
- The curriculum provides for learning in a full range of subjects and, in the best lessons, encourages enthusiasm for learning. However, teachers' planning is not consistent enough to ensure that skills are securely established and that a thirst for knowledge is generated throughout the school. It promotes their spiritual, moral, social and cultural development well. For example, pupils know that it is important to look after the environment for others to enjoy and to help others.
- The school involves parents well by encouraging them to support their children's learning, for example, by helping children in Reception complete challenge activities successfully and listen to pupils read.
- The local authority provides the school with valuable staff training and effective support in evaluating the school's performance and identifying areas for development.
- **The governance of the school:**
 - Governors are very committed to the school and its community. They attend relevant training to meet current safeguarding requirements. They are aware of budget limitations but ensure that primary school sport funding is used to increase pupils' access to sport and that the pupil premium funding is used to support the pupils for whom it is intended and that they know its impact. The governing body has effective arrangements to ensure that pay awards are linked to teachers' performance and that the procedures to measure teachers' performance are extremely thorough. Governors understand well the data regarding the school's current performance and pupils' progress and that teaching is not consistently good across the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118023
Local authority	North Lincolnshire
Inspection number	425821

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	68
Appropriate authority	The governing body
Chair	Chantelle Wynn-Jackson
Headteacher	Vicky Matthews
Date of previous school inspection	22 November 2011
Telephone number	01469 530470
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