

New Holland Church of England and Methodist Primary School

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

Inspection dates

24–25 February 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Woven into the fabric of all this school does is the fostering of pupils' spiritual, moral, social and cultural development and their emotional well-being.
- 'It's like a family here' is a comment made by many parents and pupils alike. Pupils say they feel very happy, safe and secure in school. Many say they would feel confident talking to any of the adults in school about any problems or concerns.
- Pupils work very hard and their behaviour is often impeccable. Pupils typically take a pride in the quality and presentation of their work.
- The marked improvements made since the previous inspection are largely due to the strong direction provided by the headteacher, alongside the insightful and effective challenge and support of the governing body.
- The quality of teaching has improved. It is typically good now and sometimes even better.
- Work is pitched at an appropriate level of challenge in most lessons.
- Provision in the early years is good. Children develop positive attitudes to learning from the outset due to the nurturing environment and fun activities on offer.
- Pupils go on to achieve well across Key Stages 1 and 2. Grammar and punctuation are particularly well taught.
- The school has been awarded the Quality Mark for Inclusion. This is in recognition of some highly effective work with pupils who are at risk of falling behind with their work and with those who may be facing some particular needs or difficulties.
- The overwhelming majority of parents are very supportive of the school. Parents typically comment that, 'the school goes above and beyond in the care of its pupils'.

It is not yet an outstanding school because

- Occasionally, learning activities in the early years provision are not always challenging enough.
- Pupils do not always have enough opportunity to read and write about a range of themes that really inspire them to do even better.
- Pupils do not cover all aspects of the curriculum for mathematics and computing in enough depth and so some pupils do not reach their full potential in these subjects.

Full report

What does the school need to do to improve further?

- Help pupils make even better progress by:
 - continuing to improve the learning activities in the early years so that they challenge children to extend their basic skills further
 - providing more opportunities for pupils to read and write more widely about themes that interest and inspire them
 - ensuring that teachers and teaching assistants know how to foster an in-depth understanding of all aspects of the curriculum for mathematics and computing.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher provides excellent leadership. She is well supported by the deputy headteacher and a cohesive staff team and has successfully established a keen consensus to improve. The staff responses to the inspection questionnaire about the school were extremely positive. All are united in a desire to provide the best for pupils at New Holland.
- The school provides a very nurturing and harmonious community, founded on the school motto: 'Learning Together for Life'. Having mutual respect for others is at the heart of the school's values and this is clearly seen in practice on a day-to-day basis.
- Discrimination is not tolerated and the school does all it can to try and ensure that all pupils benefit from all the school has to offer.
- The school prepares pupils well for life in modern Britain. For example, pupils gain a good working knowledge of democratic processes. They also actively contribute to decision making at school, helping to write the anti-bullying policy and school rules.
- Leaders and staff readily take the lead on school developments. Although some are fairly new to their roles, they are keen to enhance the effectiveness of their leadership of the curriculum, so that pupils' outcomes continue to improve still further.
- Plans for improvement focus on the right issues. They are successful because all staff are involved in their development and so this means everyone is pulling in the same direction. As a result, the school has improved all areas of its work since the previous inspection.
- Performance management procedures strongly focus on key school priorities. The leadership of teaching and learning is strong and the school keeps a careful check on how much progress pupils make. The headteacher regularly teaches in every class and so is able to check that agreed procedures are consistently adopted by all. The whole staff team works together to find ways to help pupils do even better, for example when regularly checking workbooks throughout school.
- The school benefits from some strong partnerships with a number of other schools in the locality. These are helping to improve the leadership and teaching skills of members of staff. For example, leaders and staff access additional training with other schools and work alongside a range of colleagues and are therefore able to learn from each other's experiences and expertise.
- The curriculum has improved since the previous inspection. Pupils say they particularly like taking part in special activities, such as working with an artist to design a working model of a water wheel as part of a topic on Ancient Egypt. Pupils also enjoy working in the school gardening club, recently being among the prize winners in a best-kept school garden competition, and a group of Key Stage 2 pupils were very proud when they won a local mathematics challenge. The school is looking to develop the curriculum further to inspire pupils to do even better in all subjects.
- Pupil premium funding is used very effectively. The school carefully diagnoses the needs of each pupil and provides a wide range of support. The impact of the funding is carefully evaluated.
- The physical education and sports premium is helping to raise the profile of sporting activities in school. Work with sports coaches is developing the skills of staff and pupils. The school has seen increased participation in local sporting competitions.
- The local authority and diocese have provided some effective support since the previous inspection. In particular, they have been involved with staff training and helping school leaders evaluate the impact of its work. The local authority and diocese are rightly confident that the school will maintain its pace of school improvement with the need for only light-touch support.
- **The governance of the school**
 - The structure and membership of the governing body have changed since the previous inspection.
 - Governors bring a wide range of expertise and have the necessary skills and experience to act as critical friends to school leaders.
 - Governors are very supportive of the school but also challenge and question school leaders to ensure that pupils benefit from any new developments and funding decisions. For example, governors questioned the effectiveness of the revised marking procedures. They continually check that agreed actions have been taken and that these are helping pupils learn more effectively.
- The arrangements for safeguarding are effective. Safeguarding procedures are robust and help ensure that there is a safe culture in school. The school engages well with parents and carers to make sure

pupils are safe and well cared for.

Quality of teaching, learning and assessment is good

- Evidence from pupils' work and observations of teaching and learning show that the quality of teaching has improved since the previous inspection. Teaching is typically good now and is sometimes even better.
- The school has an accurate, clear view of the quality of teaching. Stringent steps have been taken to improve classroom practice.
- The majority of parents who responded to the school's own questionnaire agree that teaching is good.
- Relationships are very positive. Pupils respond very well to the school's behaviour management procedures because these procedures are very clear and consistently applied by all staff.
- Teachers plan lessons that focus on addressing and clarifying pupils' misconceptions and misunderstandings from a previous lesson. This is helping pupils make better progress.
- Pupils have plenty of opportunity to explain how they have worked something out and this provides useful reinforcement and consolidation of pupils' learning.
- Marking is now much more consistent. Most work is carefully marked and the feedback provided largely helps pupils improve their work.
- Effective questioning gets pupils thinking hard and helps extend pupils' language skills and vocabulary.
- Teaching assistants make a very strong contribution to pupils' learning. They are encouraging and often help pupils understand their work more easily.
- Adults know the particular requirements of pupils with special educational needs very well. This enables adults to adapt their approach when supporting individuals and small groups to ensure that these pupils learn as well as they can.
- Teachers generally use assessment information well to pitch work at an appropriate level of challenge. Expectations of what the most-able pupils can achieve are now much higher than they were in the past. However, teachers and teaching assistants do not always successfully foster an in-depth understanding of some aspects of computing and mathematics.
- The teaching of reading and writing is now more effective than at the time of the previous inspection. Consequently pupils are making better progress. The teaching of grammar and punctuation is a particular strength. The school has implemented a range of initiatives to motivate pupils to read, such as establishing a 'book shed' outdoors. However, pupils do not always have enough opportunity to read and write about themes that really inspire them to do even better.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Parents who made their views known to the inspector are overwhelmingly appreciative of the school's work to promote pupils' welfare. Parents say they cannot 'speak more highly of the level of care provided'.
- Pupils who spoke to the inspector said that they feel safe and well looked after. They are confident that they would find someone in school to speak to if they had any worries or concerns at all. A group of pupils agreed that the pupils in school are very caring too and said, 'if someone falls over, then other children will rush to help them'.
- Pupils know how they can keep themselves safe. Staff inform pupils about how to stay safe when going online, as well as how to stay safe when crossing roads or around railway lines. Staff are also very proactive in their response to any potential risks or concerns that might arise.
- Pupils say that bullying is rare, but they are aware of the different forms that bullying can take. The school keeps a sharp check on pupils' wellbeing to help ensure that no trends develop.
- Day-to-day procedures to ensure pupils' welfare are very clear and well established. For example, the school has the photograph displayed of the member of staff who is on first-aid duty each day, so even the very youngest pupils know whom they can turn to if necessary.
- Pupils with special educational needs and those who may be more vulnerable are extremely well

supported, as are their parents and carers. For example, some pupils benefit greatly from regular sessions with a play therapist.

- Pupils learn to express their views with confidence and also listen respectfully to the views of others.
- Pupils' physical and emotional well-being is given a high priority at New Holland. Systematic checks are carried out on new members of staff and regular visitors to the school. Staff are fully trained in the school's safeguarding procedures. In addition, members of staff receive specialist, up-to-date training to help them keep fully informed about key aspects of pupils' welfare. For example, staff are involved in additional training about issues such as caring for pupils with autism and tackling domestic abuse, as well as helping to protect pupils from more extremist views.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' spiritual, moral, social and cultural development flourishes at New Holland. A weekly Citizen's Award for each key stage celebrates personal values and qualities that have been recognised during the week.
- Pupils are very thoughtful and reflective. They consider how their actions might affect others, for example, and are very considerate of each other's needs.
- The school's behaviour management procedures are highly effective.
- Adults in school actively seek to encourage pupils who might find it more difficult to manage their own behaviour by noticing when a child has done something well. For example, adults are regularly heard telling pupils that because they have acted in such a way, that shows they are a kind or compassionate person. This in turn does much to foster positive personal attributes.
- Pupils typically conduct themselves extremely well in and around school. They listen respectfully to adults and typically obey any instructions immediately. For example, during the review, when the teacher gave a particular signal, such as very gently ringing some bells, the whole class immediately stopped what they were doing and listened respectfully to their teacher.
- Pupils' attitudes to learning are largely very positive. They are very keen to learn. Their excellent attitudes to learning are an important factor behind their improving rates of progress.
- The work in pupils' books is usually very well presented. Most pupils clearly take great pride in their work. This is a marked improvement from the previous inspection.
- It is no surprise that attendance rates are generally high for most groups of pupils, including those who are disadvantaged. Every pupil who made their views known to the inspector said that they feel happy, safe and well cared for at school.

Outcomes for pupils

are good

- The work in pupils' books and the school's own records show that rates of pupils' progress are good in most year groups and in different subjects across the curriculum. Many more pupils are now making better than expected progress relative to their individual starting points than at the time of the previous inspection. By the end of Year 6, most pupils are well prepared for the next stage of their education.
- Pupils' outcomes in writing have improved markedly since the previous inspection. In 2015, all pupils made expected progress in writing and many did even better.
- The number of pupils who achieve the expected standard in the Year 1 phonics (letters and the sounds they make) test has risen since the previous inspection. In 2015, it was above that found nationally.
- Most pupils throughout the school are making better progress in reading because the teaching of reading has improved.
- Pupils are also making better progress in mathematics, particularly in work relating to number. However, they do not always secure an in-depth understanding of all aspects of the mathematics curriculum.
- Pupils achieve well in most subjects. They enjoy regular opportunities to work with an artist and they sing with enthusiasm. The standard of their written work across the curriculum typically matches that of discrete English lessons. Nevertheless, pupils do not achieve well enough in all aspects of the computing curriculum because the focus of lessons is sometimes too narrow.
- Results in national tests and assessments tend to fluctuate. Comparisons between the standards attained from year to year are difficult because of the small number of pupils in most year groups. This is usually due to the specific characteristics of pupils in some classes or when a significant number of pupils join

class part-way through a school year.

- Pupils with special educational needs or disability often make fast rates of progress from their starting points, as do pupils who need to catch up. The school is very quick to provide additional support to help pupils learn more effectively, but also to foster pupils' sense of well-being, confidence and self-belief.
- The number of disadvantaged pupils in each year group varies and so this makes comparisons in the standards attained by disadvantaged pupils from year to year difficult. However, the school is very proactive in its support for disadvantaged pupils and very carefully identifies any potential barriers to learning. The work in pupils' books and the school's assessment information show that disadvantaged pupils are progressing at a similar rate as other pupils and sometimes even better.
- Some of the most-able pupils are now making faster progress because more is expected of them.
- The number of pupils achieving the higher levels in reading, writing and mathematics has increased since the previous inspection. In 2015, this matched the national picture in reading and mathematics and was better in writing.

Early years provision

is good

- The early years provision has improved since the previous inspection due to the strong teamwork and clear sense of direction of the staff. They help ensure that by the end of the early years, children are ready to start Year 1.
- Partnerships with parents, providers and other agencies are strong. Parents who made their views known to an inspector were very positive about the early years and typically comment that 'there is just the right amount of fun and play, as well as learning'.
- Children's starting points when they enter the school vary from year to year due to the differing makeups of some small year groups. Children's knowledge and skills are often below those typical for their age in most areas of learning.
- Most children now make good progress in the early years relative to their starting points. However, the number of children reaching levels that are broadly typical for their age varies from year to year.
- The use of additional funding is enabling disadvantaged children to do just as well as other children in the setting.
- Teaching in the early years provision is typically good. Adults use praise effectively to motivate children to try their best. Adults skilfully intervene while children are learning and help develop their speech and language and personal and social skills, in particular.
- The setting has a hard-working buzz. Relationships are very positive. Children behave very well and they are very keen and proud to share what they are learning.
- During the inspection, many children were clearly having great fun learning about dinosaurs. A group of children were intrigued by some 'monster footprints' they had discovered. This motivated them to develop an imaginative story about a fire dragon that had laid an egg. Some children developed their finger muscles for writing as they rescued small model dinosaurs from a 'swamp', and others were encouraged to describe their dinosaurs using interesting phrases, such as 'stripy, scaly skin'.
- The early years provision is well led and managed and the quality of teaching is improving. Children enjoy the good range of worthwhile and enjoyable activities both when learning indoors and outdoors. Staff are currently focused on continuing to improve the learning activities in the early years provision so that they challenge children to extend their basic skills further.

School details

Unique reference number	118023
Local authority	North Lincolnshire
Inspection number	10002087

This inspection 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	74
Appropriate authority	The governing body
Chair	Chantelle Wynn-Jackson
Headteacher	Vicky Matthews
Telephone number	01469 530470
Website	www.newholland.org.uk
Email address	admin.newholland@northlincs.gov.uk
Date of previous inspection	29–30 October 2013

Information about this school

- New Holland Church of England and Methodist Primary is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, those who have been eligible for free school meals in the last six years, and children who are looked after by the local authority.
- All pupils are of White British heritage.
- The proportion of pupils with special educational needs or disability is much higher than that found nationally.
- The proportion of pupils who join or leave the school throughout Key Stage 1 and Key Stage 2 is above average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school works in collaboration with a number of other local schools.
- The school was awarded the Quality Mark for Inclusion in September 2015.

Information about this inspection

- The inspector observed teaching and learning in a range of subjects and heard pupils read.
- Inspectors observed pupils' behaviour in classrooms, in the playground and around school.
- Discussions were held with pupils, senior leaders, staff, governors and a representative from the local authority.
- A number of documents were examined. They included the school's view of its own performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils' progress, and records relating to attendance, behaviour and safeguarding.
- The inspector took account of the views of parents through informal discussion with parents and analysis of the school's own questionnaire to parents, and letters and messages from parents. It was not possible to access the responses to Ofsted's online parent questionnaire, Parent View, because there were too few responses.
- The staff responses to the inspection questionnaire about the school were also scrutinised.

Inspection team

Fiona Gowers, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
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