

Inspection of a good school: New Holland Church of England and Methodist Primary School

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

Inspection date: 19 October 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

New Holland is a small, friendly school. Adults know the pupils and their families well, despite the short time some pupils spend at this school. Leaders help pupils learn to be kind to one another. Developing this caring behaviour has been a priority. This shows in the way pupils conduct themselves around school.

Behaviour is orderly and calm. Adults and pupils explained that this is a recent improvement as behaviour had been turbulent in previous years. Pupils demonstrate high levels of concentration and positive attitudes to learning. In Years 5 and 6, staff are supporting pupils to develop their independence. This is helping to prepare pupils for the next stage in their education journey.

Parents speak highly of the school. They value the support their children receive. They like the community feel of the school. Parents spoke about how they feel their children are safe here. One parent of a child with special educational needs and/or disabilities (SEND) spoke of how pleased she is with the progress her child is making. One parent said their child had been bullied but this had been dealt with appropriately and resolved.

Leaders are passionate about developing a strong phonics programme to support pupils in learning to read. However, this is not yet in place. As a result, pupils in the early years and key stage 1 do not make a strong enough start in learning to read.

What does the school do well and what does it need to do better?

The teaching of early reading and phonics does not help pupils to become fluent readers. Reading books are sometimes not well matched to pupils' needs. As a result, pupils are

not able to apply or practise their phonics knowledge accurately to read unfamiliar words. Adults do not consistently encourage pupils to use phonics strategies when reading. Pupils resort to other approaches, such as using the pictures to guess what words might be. This distracts pupils from learning to read and prevents them from gaining the knowledge and skills they need to become confident, fluent readers.

The mathematics curriculum is well sequenced and ordered. Mathematics is the whole-school development priority this half term. Curriculum plans set out the key knowledge and skills that pupils should learn. Assessment is used to pinpoint missed learning and subsequent lessons address this. Lessons are built on prior learning and use a 'recap and reinforce' approach. This means that pupils know more, remember more and can do more in mathematics as they progress through the school.

Pupils learn a broad range of subjects. However, leaders have not thought carefully about the precise content pupils will learn in all of these subjects. Currently, the curriculum focuses on Years 1 to 6. There are no clear links that show how pupils will build on what they learn in the early years. Pupils' knowledge and skills are not built securely over time. This has resulted in gaps in their understanding. Leaders acknowledge these weaknesses.

Leaders and staff actively encourage pupils with SEND to take part in the full life of the school. The special educational needs coordinator (SENCo) liaises with staff and parents to ensure that she has an up-to-date overview of pupils' needs. The SENCo has prioritised working with curriculum leaders as her focus for this year. The SENCo is aware that there is still much work to do to ensure the curriculum is adapted so all pupils can access their learning. The SENCo is aware that she must address the legacy of poor teaching to make sure this is not incorrectly identified as SEND.

There is an overarching curriculum in place for personal, social and health education which is well sequenced. However, this does not educate pupils about any likely risks in their own community. Leaders acknowledge they must develop this further to ensure pupils know how to stay safe when they are not in school. The relationships and sex education programme is still in its infancy. Leaders intend to include more detailed teaching about cyber-bullying as well as healthy relationships and consent.

Leaders, governors and the diocese place a high priority on monitoring staff workload and well-being. Staff say they are expected to work hard and they want to. All staff spoken with said this is a caring school, they spoke of the support and thanks they receive from leaders.

In discussion with the headteacher, we agreed that curriculum development and the teaching of early reading and phonics may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Pupils say they feel safe. They know that if they are ever worried that they have trusted adults to help them. Staff are alert to any signs of concern. They understand how to report any concerns to leaders. Leaders work well with outside agencies, pupils and families get the help they need. The approach leaders take is not always well organised. Most staff are able to talk with confidence about the safeguarding training they have received, however some struggled to recall some of the risks pupils may face. Governors and leaders know this aspect of the school's work needs to improve further. The new streamlined governing body has developed its governance strategy. Governors are able to demonstrate how this approach will improve their oversight of safeguarding in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- How pupils learn to read should be a priority. The school's approach to delivering phonics does not support pupils to learn to read. This means that some pupils do not read as well as they might. Leaders should agree a systematic whole-school approach to teaching pupils to read using a validated phonics programme. All staff need training in the chosen approach and then leaders need to check that this is delivered with consistency in all phonics sessions.
- The wider curriculum is in the early stages of development in many subjects. This means that some subjects are not planned well enough to support pupils in reaching ambitious end points. Leaders must ensure that the curriculum clearly sets out the precise detail of what pupils need to know and in what order. This needs to be made accessible to all pupils.
- Curriculum plans do not build pupils' knowledge from their starting points in the early years. This means learning is not as well sequenced from the time children begin their journey at New Holland. Leaders must ensure that all subjects are clearly planned and sequenced from the early years to Year 6.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in February 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	118023
Local authority	North Lincolnshire
Inspection number	10199637
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	Local authority
Chair of governing body	Stephen Bennett
Headteacher	Caroline Breslin (Executive Headteacher)
Website	www.humberestuaryfederation.co.uk
Date of previous inspection	24 – 25 February 2016, under section 5 of the Education Act 2005

Information about this school

- This school is part of the Humber Estuary Federation with Goxhill Primary School and East Halton Primary School. The federation of schools was established on 24 June 2013. New Holland Church of England and Methodist Primary School joined the federation on 5 January 2019.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The lead inspector met with the headteacher, other senior leaders, the SENCo, curriculum leaders and a range of staff and pupils. She spoke with members of the governing body, a representative of the local authority and a representative of the diocese.
- Inspectors looked closely at the quality of education in early reading, mathematics and science. This involved speaking with leaders, pupils and staff, visiting lessons, listening to pupils read and reviewing samples of pupils' work.

- To evaluate the effectiveness of the safeguarding arrangements in the school, the lead inspector spoke to many members of staff and pupils. The inspector met with the designated safeguarding leaders to discuss the school's policies and procedures. During these meetings, records were scrutinised, including those relating to the safer recruitment of staff. Case files were sampled to explore how the school identifies and supports pupils at risk of harm. The inspector also spoke with pupils and staff to evaluate the school's safeguarding culture.
- The views of staff were considered from conversations and responses to Ofsted's online staff survey. The responses to Ofsted Parent View, including written responses, were taken into account as well as the responses to Ofsted's online pupil survey.

Inspection team

Zoe Lightfoot, lead inspector

Her Majesty's Inspector

Suzette Garland-Grimes

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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