

Inspection of school: Skellingthorpe the Holt Primary School

Swallow Avenue, Skellingthorpe, Lincoln, Lincolnshire LN6 5XJ

Inspection dates:

7 and 8 February 2023

Outcome

Skellingthorpe the Holt Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending The Holt Primary School. They feel safe. Staff care about the children. Pupils behave well and treat each other with respect. Bullying is rare. When it does happen pupils report it and staff take effective action. Leaders have high expectations of pupils. They respond by taking pride in their work and their school.

Leaders have created school values which encourage pupils to develop the skills of reasoning, reflection, resourcefulness, respectfulness, responsibility and resilience. Pupils' conduct and effort reflect the importance of these values, and they show them in abundance.

Parents and carers are very positive about the school. One parent echoed the views of many when they said, 'My children are thriving at this school.' Another parent said, 'It is a fantastic school that cares for the children's well-being.'

Leaders have created many opportunities for pupils to learn beyond the classroom. Pupils visit local museums and a wildlife park. Staff provide clubs that develop the talents and wider interests of the children. Pupils can learn to play guitar, the drums or keyboard. There are clubs, including football, netball and multi-skills. These are well attended.

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

Leaders have planned a curriculum that is effective. In some subjects, the curriculum sets out what pupils will learn and when. In these subjects, pupils recall prior learning, and this helps them to build their knowledge. In other subjects, leaders have not organised the curriculum in the same level of detail. As a result, pupils' knowledge of these subjects is less secure.

Teachers present important information clearly during lessons. They regularly check pupils' understanding. In mathematics and reading, this is very successful as it enables staff to provide precise support to pupils who need it. However, in some foundation subjects, some

teachers' subject knowledge is not as secure as it could be. In these instances, the checks on pupils' understanding is less effective.

In early years, the curriculum is well planned. There is a wide range of activities inside and outside. Children learn about Diwali and make Christmas cards and post them. They learn about healthy eating and food. They grow vegetables and learn how to cook simple meals. Children quickly develop their mathematical knowledge. There is a wide range of opportunities to learn, explore and create in the early years setting. Pupils produce paintings and display their work in the mini gallery. Children behave well and cooperate with each other. Children learn about different jobs and how different people help contribute to society.

The teaching of reading is a strength. Children begin to learn to read from the beginning of their time in school. They read a range of different types of texts, including fiction, non-fiction and poetry. Teachers engage pupils with stories and rhymes. Teachers use assessment well to check progress. If pupils fall behind, they get help to catch up. Children in the early years enjoy phonics sessions, and this is where the love of reading in this school starts. Leaders use effective strategies to encourage pupils to enjoy reading at home. Pupils can become reading ambassadors in Year 6. This involves looking after the school library.

Leaders identify and assess pupils' additional needs with accuracy. Teachers adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). This helps pupils to achieve well. Staff complete training to enable them to provide personalised support to pupils who need it. Leaders check to ensure that pupils with SEND receive help and learn as well as they can.

Pupils' behaviour in lessons is calm and focused. They concentrate on what teachers say. They take pride in their work. Outside and around the school, pupils are well-behaved.

Leaders have planned a personal development curriculum that prepares pupils well for life in modern Britain. Pupils talked positively about the opportunities that they have in school. For example, they are able to become school council members and reading ambassadors. Pupils are knowledgeable about other faiths and cultures. They talk confidently about British values, including democracy and how voting works.

Leaders identify areas for development and take effective action to improve pupils' experiences of school. Staff say that leaders take account of their workload and well-being. Governors know and fulfil their statutory duties. They hold school leaders to account for the school's performance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received appropriate safeguarding training. Staff know how to spot signs of abuse or neglect. Leaders work well with other agencies if there are concerns. Records are up to date and reflect the actions that leaders have taken. There is a strong culture of safeguarding in the school.

Pupils learn about relationships, sex and health education in lessons that are pitched at the age-appropriate level. They know they can speak to an adult in the school if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not yet ensured that the curriculums outline what pupils will learn and when. As a result, in these subjects, pupils do not remember curriculum content as consistently as they could. They are also not able to make links with prior learning. Leaders should ensure that the curriculum, across all subjects, is planned and sequenced to support pupils so they know and remember more over time.
- In some of the foundation subjects, leaders are in the early stages of developing staff's subject knowledge. Sometimes, pupils are not able to develop their thinking because teachers' subject knowledge is not as strong as it needs to be. Leaders should continue to strengthen staff's subject knowledge where needed.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 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.

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	120400
Local authority	Lincolnshire
Inspection number	10211609
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair of governing body	Anthony Stevens
Headteacher	Julie Leach
Website	www.holt.lincs.sch.uk
Date of previous inspection	29 November 2016, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- During the inspection, the inspector met with the headteacher, deputy headteacher, senior teacher and a range of staff.
- The inspector met with members of the governing body. He spoke with a representative of the local authority.
- The inspector carried out deep dives in early reading, mathematics and art. For each deep dive, the inspector met with subject leaders to discuss the curriculum, spoke with teachers, and spoke with pupils about their learning. He visited lessons and looked at samples of pupils' work. The inspector observed some pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding,

the inspector reviewed school policies, procedures and records. He met with the designated safeguarding lead. The inspector also spoke with staff, governors and pupils about the school's approach to keeping pupils safe.

- The inspector observed pupils' behaviour in lessons and around school.
- The inspector considered responses to Ofsted's online survey, Parent View, including free-text comments. The inspector met with staff and considered responses to the Ofsted survey for school staff.

Inspection team

George Huthart, lead inspector

Ofsted Inspector

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