

Inspection of New Holland Church of England and Methodist Primary School

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

Inspection dates: 27 and 28 June 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to New Holland C of E Methodist Primary School. They like to learn and be with their friends. Leaders have an unwavering ambition for the pupils. Improvements have been delivered at a rapid pace. Leaders have recently developed the school's curriculum for pupils. This is not yet fully in place. Leaders have not ensured that staff are delivering it as effectively as they could. Therefore, sometimes pupils do not learn what they need to in all subject areas.

Pupils have positive relationships with staff. They know that there is always someone to talk to if they need to share a concern. Behaviour has improved in recent times. Leaders have addressed previous issues and changed the culture at the school. Pupils follow the school rule 'Ready, respectful, safe'. They access their learning in a calm and focused manner. At breaktimes and lunchtimes, they behave well, play together and help each other. Where pupils need more support, leaders have put in place a more individualised approach. Pupils are taught how to manage their feelings and emotions. Pupils say that behaviour is much better than it used to be. They state that bullying sometimes does happen but that teachers help to sort this out.

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

Leaders are new to their roles. Following a period of turbulence, the school receives support from an interim executive board (IEB). This has added strength to the school. Leadership is now stable. Leaders have accurately identified the strengths and weaknesses of the school. They have worked at pace to prioritise actions and are bringing about much-needed improvements. The IEB, alongside members from the Diocese, local authority and Methodist schools team are ambitious for the school to succeed. They have an active role in ensuring challenge and support for leaders. Leaders welcome this. The improvements made have been a team effort

Leaders have developed an ambitious curriculum. They have sequenced the knowledge that they want pupils to learn and remember across different curriculum subject areas. However, this is not yet fully in place. Not all pupils are accessing a carefully structures and delivered curriculum. Teaching is, on occasion, not meeting the needs of pupils in particular year groups. Subject leaders have not yet had the opportunity to check how their subject is being taught. As a result, pupils have gaps in their knowledge over time.

In early years, leaders have undertaken work to improve the curriculum. Teachers are clear about the sequence of what they are teaching and the end points of learning. Children in the early years have built up strong relationships with adults. They enjoy their time talking with staff as part of a small group. This supports their early language and vocabulary development. Routines are in place, and pupils develop good independence skills.

Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. Leaders have set sharply focused pupil targets so that it is

clear what pupils need to learn and when. This is ongoing work. Pupils with SEND are accessing learning alongside their peers in the classroom. However, sometimes the adaptations made are not always as effective as they could be. Therefore, pupils do not always access learning that is matched to their specific targets.

Leaders have prioritised, and significantly strengthened, their early reading programme for pupils. Younger pupils take part in daily phonics sessions. Older pupils learn through carefully structured reading lessons. Pupils have regular opportunities to practise reading, as well as listen to stories read by adults. Leaders have ensured that pupils are accessing a wide range of texts. These include carefully chosen books which support pupils' understanding of diversity. Leaders have started to develop a culture of a love for reading within the school.

The personal development programme for pupils is well structured. Leaders have made sure that pupils are learning a range of important skills and knowledge for the future. Pupils learn about money management and relationships, as well as fundamental British values. Pupils talk about what tolerance and democracy mean to them. In addition, leaders have placed a strong emphasis on supporting pupils' mental and physical health.

Pupils are not confident when talking about world religions. They know the names of some of these; however, they have limited knowledge. As a result, pupils often make significant mistakes when talking about, and comparing, different faiths.

Leaders are resolute that pupils at the school need to develop important social skills. Leaders ensure that pupils take part in a wide range of educational visits and opportunities, both locally and further afield. Pupils talk excitedly about visits that they have been on. Leaders make sure that all pupils take part and are fully included.

Significant, and much-needed, changes have temporarily added to teacher workload. Staff understand the need for these changes. Leaders monitor the impact of this on staff well-being. All staff say that they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have prioritised the safety of the pupils. They have implemented clear policies and procedures. Leaders make sure that staff have the relevant training so that they remain alert to potential safeguarding concerns. Staff know the procedures for reporting concerns and make detailed records of these. Leaders are tenacious in ensuring that pupils and families receive the support that they need.

Leaders plan deliberate opportunities to teach pupils how to keep themselves safe. Due to the locality the school serves, pupils learn about railway safety and road safety, as well as online safety. The school ensures that pupils receive extra swimming lessons before they leave for secondary school. In addition, regular workshops inform pupils about water safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leadership is not fully developed. Subject leaders do not have an up-to-date understanding of the strengths and weaknesses in their subject areas. They have not made checks to ensure that the curriculum is being delivered effectively. Senior leaders must ensure that subject leaders and middle leaders develop the expertise they need to evaluate the quality of teaching and the implementation of the curriculum.
- In some areas of the curriculum, what staff want pupils to know is not currently being implemented in the classroom. Where this is the case, there is not enough information for teachers about what the pupils should be taught and when to teach it. Not all pupils are accessing age-related content. This affects the quality of pupils' learning and their understanding of key concepts. Leaders should ensure that in all curriculum areas, they clearly identify the order in which pupils should learn key knowledge so that pupils are able to remember more of the intended curriculum.
- Target setting for pupils with SEND has not yet been translated fully into classroom practice. Adaptations to tasks and activities do not help some pupils with SEND to access the curriculum as well as they could. Leaders should check that teachers are using the information from pupil targets and have the skills and knowledge they need to support all pupils to achieve as well as they can.
- Pupils have limited knowledge and understanding of the main world religions. Therefore, they are not fully prepared for life in modern Britain. Leaders should ensure that the curriculum enables pupils to learn and remember important information about other faiths.

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	118023
Local authority	North Lincolnshire
Inspection number	10240134
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	49
Appropriate authority	Interim executive board
Chair	Jerry Woolner
Headteacher	Hayley Twidale (Executive Headteacher)
Website	www.humberestuaryfederation.co.uk
Date of previous inspection	19 October 2021, under section 8 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. The leadership team works across all three schools within the federation.
- An IEB was established for the school and federation in May 2022.
- The school currently uses one alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspector held meetings with the executive headteacher and members of the

interim executive board, as well as representatives from the local authority, Diocese and the Methodist schools team.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- Inspectors also looked at samples of pupils' work in other subject areas.
- The views of pupils, parents and staff were gathered through discussions and Ofsted's online surveys.
- Inspectors reviewed the arrangements for safeguarding by looking at records, checking the single central record and through discussions with leaders, pupils and staff.
- Inspector reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

Steve Kernan

Ofsted Inspector

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