



New Holland Church of England and Methodist Primary School

Inspection Report

Unique Reference Number 118023
LEA North Lincolnshire
Inspection number 280216
Inspection dates 2 February 2006 to 3 February 2006
Reporting inspector Mr Keith Bardon

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	School Lane New Holland Barrow-upon-Humber, DN19 7RN
School category	Voluntary controlled	Telephone number	01469 530470
Age range of pupils	3 to 11	Fax number	01469 530277
Gender of pupils	Mixed	Chair of governors	Mrs Angie Hogarth
Number on roll	74	Headteacher	Mr Roy G Smith
Appropriate authority	The governing body		
Date of previous inspection	1 October 2000		

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

This is a small, voluntary controlled village primary school, situated in an area of social and economic disadvantage close to the Humber estuary. Most children start school with attainment that is lower than usual. With very few exceptions pupils are of white British origin and all speak English competently. The proportion of pupils with learning difficulties and/or disabilities is above average. A high proportion of pupils change schools part-way through their primary education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

New Holland Primary is a satisfactory school that gives satisfactory value for money. Although the school's view of its effectiveness is a little more positive than this, the school leaders and the inspector agree on what should be improved.

Pupils achieve satisfactorily. Although the nursery and reception class gives the children a good start, many do not attain the standards expected nationally. By the end of Year 6, standards are a little below average. Pupils do better in English than in mathematics. Pupils with learning difficulties/and or disabilities receive good support and make good progress in lessons.

The school promotes pupils' personal development well. Pupils' behaviour is good and there is a warm, caring and friendly atmosphere.

Teaching and learning are satisfactory, but vary in quality between lessons and between teachers. Teachers monitor pupils' progress conscientiously, but do not give them clear enough targets for improvement. The curriculum gives pupils an interesting range of learning opportunities.

Parents' views of the school are mixed, but most are satisfied with the education their children receive. Although retaining experienced staff has proved difficult, the school has improved steadily since its last inspection. Leadership and management are satisfactory and the school has a sound understanding of its strengths and weaknesses, although plans lack rigour to identify exactly what factors account for pupils' achievement. The school has satisfactory capacity to improve.

What the school should do to improve further

- Improve the quality of teaching and learning by making sure that pupils know what they are expected to learn in lessons.
- Raise standards in mathematics by ensuring that the work constantly challenges all pupils and addresses the aspects they find most difficult.
- Improve monitoring and evaluation procedures so that teachers can see precisely why pupils achieve as they do, and how to help them to do better.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily overall. From lower than average attainment when starting school, children make good progress in the nursery and reception class, although many are still a little short of the standards expected nationally when they move into Year 1. In Years 1 and 2, achievement is broadly satisfactory and the performance of Year 2 pupils in the national tests is broadly average. However, their progress has slowed of late due to some weaknesses in the quality of the teaching.

- The performance of Year 6 pupils in the national tests was below average in 2005 because fewer pupils than usual attained the higher Level 5. This meant that some

pupils did not achieve as well as they should. However, the targets for 2006 have been set higher and offer a good level of challenge. Moreover, the achievement of the pupils currently in Years 3 to 6 is satisfactory and the school is on course to achieve its targets. Attainment is lower in mathematics than in English because most pupils do not have the same confident grasp of basic ideas and skills. Pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They attend regularly, get on well with each other and enjoy learning. In most instances, pupils' behaviour is good. Most try hard in lessons and participate willingly in what has been planned for them. The good example set by the majority of pupils helps those who have behaviour difficulties improve their attitudes to school. Children make clear gains in their personal, social and emotional development in the nursery and reception class. This builds their confidence and develops their ability to work with others.

Spiritual, moral, social and cultural development are good overall. The pupils readily accept responsibility and are proud that the school values their views and opinions. This promotes self-esteem and gives them an early understanding of the importance of citizenship. Pupils take pleasure in the school's attractive environment and care deeply for the wildlife that visits it. Their understanding of their own culture is good but they have only a limited appreciation of the richness of other cultures in modern Britain. The school actively promotes pupils' awareness of the importance of keeping safe and healthy, and they develop a secure understanding of the need to exercise regularly, eat healthily and take care of the safety of themselves and others.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory but variable. In most lessons, the quality of teaching and learning is satisfactory or good, but in a few lessons teaching is inadequate and pupils do not learn enough. Most teachers usually use assessment to plan carefully for the next stages in pupils' learning, and give due thought to how best to engage, challenge and support pupils with very different needs. Original approaches bring an enthusiastic response from pupils and result in lively discussions and interactions. Lessons with a practical or problem-solving element are particularly effective.

- In mathematics, work is not always matched accurately to pupils' needs. Older pupils say they enjoy their literacy lessons, but some are far less enthusiastic about mathematics because they find the learning much harder. The school has a high proportion of teachers new to the profession. A lack of experience showed through in one class in particular, with pupils struggling at times to understand what the teacher told them and what they were expected to learn. Teaching assistants work

well alongside class teachers and give pupils, particularly those with learning difficulties/and or disabilities, good support for their learning. The teaching in the nursery and reception class is carried out by two experienced and competent nursery nurses who give the children lively and stimulating opportunities to learn.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and has good features. It is well organised and meets the needs of the pupils. Teachers link different subjects in ways that add relevance and enjoyment to pupils' learning. Regular visitors to the school and visits to places of educational interest, including residential visits, broaden pupils' horizons and help them to appreciate the wider world. The range of extra-curricular activities is good and much enjoyed by those who take part. The curriculum for personal, social and health education and citizenship supports pupils' personal development effectively. A better approach to mathematics has increased the number of problem-solving exercises, but more is needed to ensure all pupils have work that closely meets their needs. Resources for information and communication technology have been improved considerably since the last inspection and the use of computers to help pupils' learning is becoming well established.

Care, guidance and support

Grade: 2

Pupils receive good quality care and support. Staff respond to pupils' needs well and relationships are good. Consequently pupils feel safe and secure in school. They state with confidence that, if they do have a concern, there is always someone to whom they can turn for support and advice. Procedures for risk assessment, health and safety and child protection are thorough, and arrangements to protect the most vulnerable pupils are good. Procedures for pupils' personal guidance are effective and help to ensure they grow into sensible and sociable young people. Academic guidance is satisfactory. Pupils' progress is assessed and monitored regularly, but the targets set for the different age groups in English and mathematics are often too broad and do not show individual pupils exactly what they must do to improve. Although the school tries hard to involve parents in their children's education, it has been only partially successful.

Leadership and management

Grade: 3

Leadership and management are satisfactory. This judgement is a little lower than that arrived at by the school. The school has a positive ethos based on Christian values and strives to provide equal opportunities for all. The headteacher ensures that staff and pupils are valued as individuals, and the school runs smoothly day to day and manages its resources efficiently. Pupils' personal development is promoted well and those who need additional help receive carefully planned support. Due attention is paid to the

professional development of staff, particularly for those new to teaching. The work of the school is monitored regularly, mainly by the headteacher, and outcomes are evaluated satisfactorily to identify priorities for development. However, while the information from monitoring gives an accurate overview, it often lacks the rigour to identify exactly what factors account for pupils' achievement. In mathematics, for example, pupils' attainment has only matched that in English once in the last ten years, but the school is still not sure why. Without this information, teachers find it hard to see exactly what they have to do to raise standards. The school has improved steadily since the last inspection and continues to move forwards. Its capacity for further improvement is satisfactory, but plans for improvement lack the sharpness of focus needed for rapid development.

- The school consults parents regularly. Although most are happy with the school, some hold negative views that have proved very difficult to change. Governors support the school conscientiously and have a reasonable understanding of its strengths and areas for improvement. However, they rely too heavily on the headteacher for their view of how well the school is performing and how its development is progressing.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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New Holland Church of England and Methodist Primary School

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DN19 7RN

4 February 2006

Dear Children

Thank you very much for the very friendly welcome you gave me when I visited your school recently. Although I was with you for only two days, I thoroughly enjoyed finding out about the work you do, and I want to say a special thank you to those who talked with me about the school.

These are the things I particularly liked:

the school is a happy place to be and everyone gets on well

you come to school regularly and enjoy your lessons

you behave well and try hard

you readily join in and enjoy doing things for yourselves

you willingly help each other and the staff

adults take good care of you all and are always there to help

there are lots of very enjoyable visits, visitors and after-school clubs, with something to interest everyone

children get off to a good start in the nursery and reception class.

I also looked at what the school might do to make itself even better. Here are the main things I have asked Mr. Smith and your teachers to do:

look for ways to make all lessons interesting and enjoyable

help you all to make your work in mathematics as good as your work in English

make sure that everyone knows exactly what to do to help all of you learn even more.

Yours faithfully

Keith Bardon

Lead inspector