



Skellingthorpe The Holt Primary School

Inspection Report

Unique Reference Number 120400
LEA LINCOLNSHIRE LEA
Inspection number 280803
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector Mr. John Foster LI

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

Type of school	Primary	School address	Swallow Avenue
School category	Community		LN6 5XJ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01522683236
Number on roll	198	Fax number	01522696342
Appropriate authority	The governing body	Chair of governors	Mrs.Sue Knight
Date of previous inspection	18 October 1999	Headteacher	Mr. Paul Martin

Age group 4 to 11	Inspection dates 21 November 2005 - 22 November 2005	Inspection number 280803
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average and almost all pupils are of White British descent and have English as their first language. The percentage of pupils eligible for free school meals is well below average. The percentage of pupils with learning difficulties is slightly below average. In 2003, the school successfully achieved the 'Investors in People' award and the 'Basic Skills Quality Mark' in 2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school gives good value for money, providing well for its pupils. They achieve well and make good progress because they are taught well. National data indicates that in the past pupils made satisfactory progress. The recent appointment of several high quality teachers, however, including the deputy headteacher, has had a positive impact on the overall quality of teaching and learning. The current good quality teaching has been the major factor influencing the good progress pupils now make. This good progress has yet to impact fully on standards, which remain broadly average, although the results in the national tests have improved year by year since 2003. The school recognises that standards in writing need to be further improved and effective strategies are in place to remedy this. Children are taught well in reception, making good progress in their learning. The school provides well for pupils' personal development and well-being. Their behaviour is outstanding and they enjoy lessons greatly. When asked what would improve their school, a group of Key Stage 2 pupils stated categorically, 'Nothing at all!'. Arrangements for pupils' care, guidance and support are good. Detailed systems ensure that health and safety issues are dealt with effectively and risk assessments are carried out efficiently. Child protection arrangements are good. Pupils' spiritual, moral, social and cultural development is good overall although they have limited understanding of other cultures. The school's self-evaluation is accurate overall, although the levels of progress pupils make was underestimated. Newly appointed at the time of the previous inspection, the headteacher has worked well with the governing body and staff to fully address the issues raised at that time. Whilst he is due to leave the school at the end of the current term, the levels of leadership and governance place the school in a good position to improve further.

What the school should do to improve further

- Improve the quality of writing throughout the school in order that more pupils attain the higher levels in the national tests in Years 2 and 6. - Develop the resources and provision for pupils' cultural development in order to make them more aware of the multi-cultural mix in Britain today.

Achievement and standards

Grade: 2

When children start in the reception class their attainment is broadly average. They are given a good start with a wide range of well planned learning opportunities that encourage them to make good progress. National data indicates that in the past satisfactory progress has been made between Years 1 and 6, and pupils have left the school with average levels of attainment. The Year 6 pupils who left the school in July 2004, for example, attained average results in the national tests, having improved significantly from the 2003 results. The pupils who left in 2005 maintained this improvement and standards were once again higher. Evidence from this inspection

shows that the pupils are now making good progress overall. Pupils are taught consistently well throughout the school, with clear targets being set for them to support their learning. The good quality work in pupils' books, along with the very good quality of teachers' marking, focused to help pupils to improve their work, displays the good progress they are now making. This has yet to make a significant impact on standards, though indications are that standards are rising. In English, the good progress has yet to produce standards in pupils' writing skills to enable enough of them to achieve the higher level 5 in national tests. The school is aware that writing standards need further improvement and has identified this as a priority. There is little difference in the progress made by different groups of pupils. Challenging targets have been set and the school is on line to achieve them.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Their spiritual, moral and social development are good. Their cultural development is satisfactory. Whilst pupils learn about their own culture through a range of subjects, the school is aware that insufficient opportunities are provided for pupils to learn about other cultures. Learners thoroughly enjoy school and they are proud to be pupils at The Holt. Attendance is above the national average, an improvement since the last inspection. Behaviour is outstanding. Pupils respect their teachers, particularly the headteacher. They feel safe and are safety conscious without being fearful and are learning to adopt a healthy lifestyle by eating healthy foods, for example. They make good progress in developing the personal qualities that will enable them to contribute effectively to the community in adult life. They learn about democratic voting, for example, when electing the school council, and can see the impact of their suggestions around the school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Three new teachers, including the deputy headteacher, have been appointed in the past two years and are having a significant positive effect on teaching and learning. Inspection observations and evidence from the school's monitoring programme confirm that high quality teaching is consistent throughout the school. Pupils make good progress in lessons as a result of this good teaching. Teachers have very good relationships with pupils, encouraging them to do their best. Teachers plan carefully so that lessons have a clear sense of direction and pupils are well focused on what they are expected to learn. Teachers maintain pupils' attention well, although occasionally, when pupils are expected to sit still for too long, their interest sometimes wanes. Teachers manage behaviour very skilfully so that pupils work well independently and in pairs. Thorough arrangements for assessing pupils' learning are used well to set challenging targets for the next steps in their learning. Teachers give good support and encouragement to sustain pupils' self-esteem. Teachers

guide pupils to consider their own progress effectively and to judge for themselves whether or not they have learned what was intended. Since the previous inspection the school has improved the quality of the adult support in the reception class. It is now good. The strategies developed by the headteacher for further improving the quality of teaching and learning are having a positive impact on pupils' progress and achievement and on raising standards.

Curriculum and other activities

Grade: 2

The curriculum is good. It serves pupils well and they really enjoy their learning. The good provision for English and mathematics enables pupils to achieve well in lessons. As a result, standards in these subjects are beginning to rise. Pupils have numerous good opportunities to contribute to the school and the local communities. The curriculum provides opportunities for all pupils, including those with learning difficulties, to make good progress. The well balanced curriculum also prepares pupils well for their secondary education. Staff and governors are good at developing the curriculum through introducing such initiatives as teaching French and Spanish, and by identifying the different learning styles employed by pupils. The effective links between subjects make learning increasingly meaningful. Enrichment of the curriculum is good. There is a good range of activities extending beyond the school day, especially for the older pupils. Opportunities within the curriculum for developing pupils' understanding of other cultures, however, are insufficiently developed.

Care, guidance and support

Grade: 2

The school gives good care, guidance and support to its pupils. Staff are highly committed to ensuring pupils' sense of belonging to a caring community. There are well-established arrangements for safeguarding pupils. Child protection arrangements are secure and there are plans to ensure that these continue when staff change. The school promotes pupils' emotional well-being very successfully, ensuring that there is an adult to whom they can talk if they feel anxious. The way that the school encourages pupils to become involved in physical activities at lunchtime exemplifies the good provision for their physical development. Teachers guide pupils well in their learning so that they are aware of what they need to learn next. Pupils' clear view of their targets for improving learning is helping the school to raise standards. The school works well with other agencies to ensure that pupils with learning difficulties receive the support that they need.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and senior staff work together very well to ensure that pupils have a good education and are well supported in their school life. The whole staff is committed to raising standards and ensuring that the

pupils make good progress in their learning. The school's self-evaluation is generally accurate. Most areas of its provision are correctly identified as good. However, the school did not take sufficient note of the good quality teaching when making its judgement that progress was satisfactory, rather than good, even though standards were accurately assessed as average. The school's monitoring systems are good. Efficient arrangements for performance management have been used well to bring about improvements in teaching. The appointment of a mix of experienced and newly qualified teachers has created a team that is now working well together using the targets set to establish a credible and achievable school improvement plan. The school has correctly identified the need for improving pupils' writing skills as a priority and is taking effective action to ensure this improvement is made. The school consults parents, governors and pupils fully when planning for the future. Governance is good. The governing body has a clear understanding of the school's strengths and weaknesses and holds the headteacher and staff firmly to account. Financial management is good overall. The school has had a significant under-spend for the past two years. This was specifically planned in order to achieve the school's priorities. The plans indicate that by the end of the current financial year the under-spend will be to an acceptable level. Overall the school gives good value for money.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

As you know, Mr Matthews and I came to your school recently to carry out an inspection. This letter is to thank you for the welcome you gave us and for helping us with our work and to let you know what we found out about your school. You are fortunate to go to such a good school and it was clear to us that you enjoy school enormously. When I spoke to some of the children they could think of nothing to make it better. Mr Martin and the staff all care greatly about you and they work hard to make sure that you have a good education. They teach you well and ensure that you are all kept safe. Your behaviour is outstanding and this helps you to make good progress in your learning. There are many opportunities for you to take part in activities after school has normally finished and I was very impressed with the Holt Belleplates group when I heard them play. In order to make your school better, we have asked Mr Martin and the rest of the staff to help you to improve your skills in writing and to make sure that you know about other cultures that are found in Britain.