



Holbeach Primary School

Inspection Report

Unique Reference Number 120414
LEA LINCOLNSHIRE LEA
Inspection number 280811
Inspection dates 15 December 2005 to 16 December 2005
Reporting inspector Mr. Roger Fry LI

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

Type of school	Primary	School address	Boston Road
School category	Community		PE12 7LZ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01406422397
Number on roll	301	Fax number	01406 425986
Appropriate authority	The governing body	Chair of governors	Mr. David Duffey
Date of previous inspection	15 November 1999	Headteacher	Mrs. Susan Boor

Age group 4 to 11	Inspection dates 15 December 2005 - 16 December 2005	Inspection number 280811
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Holbeach Primary School serves the village and surrounding area. Nearly all children are from White British backgrounds and a small number come from minority ethnic backgrounds. All children speak English. The proportion of children who are eligible for free school meals is well below average. The school has an average proportion of children with learning difficulties. When children join the school, their knowledge and skills are below those of children nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Holbeach provides a satisfactory education for its children. They all make satisfactory progress. The school has successfully tackled most of the issues from its previous inspection but standards in English, mathematics and science are not high enough by the end of Year 6. The school provides sound value for money and it has a satisfactory capacity to improve further. Children's attainment on entry to school is below average. In Reception, children make good progress because the provision is well organised. Most reach the expected standards on transfer to Year 1. Children make satisfactory progress in Years 1 and 2. Last year standards were similar to the national averages overall. Reading standards have not shown the same improvement as in other subjects because children do not read from a wide enough range of sources. Overall children did not make enough progress in Years 3 to 6 until six months ago; too few children reached the standards that they should. Teachers did not effectively build on children's knowledge from year to year. There has been sustained improvement in the teaching and standards, though below average, are improving. Children make better progress. Children's personal development is satisfactory. Children have good attitudes to work, behaviour is satisfactory and attendance is average. The school cares well for all children and as a result they are happy in school. Teaching and learning are satisfactory. Lessons are often taught at a good pace and children's interest in their work is captured in lessons, but some lessons do not challenge higher attaining children enough. The curriculum is satisfactory and there are many clubs for children to enjoy. The acting headteacher and senior staff lead the school well. The results of the inspection match closely with the school's opinion of itself. For example, the leadership team has identified that subject leaders do not yet contribute enough in helping to raise standards.

What the school should do to improve further

- Extend the range of reading experiences children have in Years 1 and 2, to raise standards in literacy.
- Ensure higher attaining children have work that is difficult enough for them, to raise standards in English, mathematics and science by the end of Year 6.
- Increase the involvement of subject leaders in making checks on teaching and learning, to help raise standards in all subjects.

Achievement and standards

Grade: 3

The provision in Reception is good. Children's attainment on entry to school is below average, but children make good progress and most reach the expected standards on transfer to Year 1. Children make satisfactory progress in Years 1 and 2. Standards of work were significantly below average until 2004. Last year they were average because the teaching has improved. Children's writing standards have improved most, but reading standards are lower because children do not read from a wide enough range of sources. Overall children did not make enough progress in Years 3 to 6 until two

terms ago. Standards during the last two years have been significantly lower than national standards in English, mathematics and science because teachers did not effectively build on children's knowledge from year to year. Few children gained the higher than expected Level 5 in their tests because they had made unsatisfactory progress in previous years. Children's targets in Year 6 last year were not met because they were unrealistically high. For the last two terms, children have made better progress, particularly in Years 5 and 6. This year children's targets in Year 6 are realistic yet challenging, which indicates that the improvements in provision are having a positive effect. Boys and girls make similar progress and the school has been successful in improving boys' attitudes to work. Children from differing backgrounds make similar progress to their peers. The well organised extra help children receive in small groups benefits children with learning difficulties and they also make satisfactory progress.

Personal development and well-being

Grade: 3

Children's personal development is satisfactory. Children's attitudes to school are good and they enjoy the wide variety of experiences the school provides. Attendance and punctuality are satisfactory. The school excludes far fewer children than previously. Behaviour has improved and is now satisfactory and children act sensibly. Staff coach children well about staying safe and are consistent in expecting good behaviour. The school effectively encourages children to be healthy, and they respond by eating well and keeping fit. Many are keen participants in sports. Children share the school's positive values. The close attention paid to building children's self-esteem and to them playing an active part in the life of the school contributes effectively to their good spiritual, moral and social development. They willingly carry out many jobs around school. The opportunities for cultural development, though more limited, are satisfactory. Children raise money for a number of good causes and know they effectively help others in the community. Children's knowledge of key skills that will help them in the future, such as in reading, writing and in using numbers is satisfactory and improving.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teaching has improved, but the improvement has not yet had time to be reflected in children's results. There is a better match of work to children's different capabilities. Use of accurate information about children's progress plays an increasing part in teachers' lesson planning and in setting realistic targets for children in literacy and numeracy. However, the school has further work to do to ensure that higher attaining children are challenged fully in every lesson. The occasional lack of clarity in teachers' lesson targets about what children should learn means some lessons lose their edge. This causes higher attaining children some frustration. The efforts teachers make to provide children with exciting lessons also

accounts for the increasing proportion of effective teaching. In the best lessons, which are mainly in Reception and in Years 5 and 6, children thoroughly enjoy the challenging work. Teachers' skilled use of digital whiteboards enlivens demonstrations and their sharply focused questioning ensures all children take part in lessons. Behaviour is better because children are so engaged in working alone or together in completing tasks. Classroom assistants work purposefully by supporting less able children and those with learning difficulties. A small proportion of teaching falls short of this standard because children are made to sit and listen for too long or they are not entirely sure what is expected from them.

Curriculum and other activities

Grade: 3

The range of work and activities is satisfactory. The curriculum is adapted adequately to match the interests and needs of children. The needs of children with learning difficulties are provided for well. The programme for personal, social and health education provides a relevant focus on sex and relationships education, awareness of drugs and personal safety. There is a good choice of clubs and sports that many children enjoy. The curriculum is good in the Foundation Stage and in Years 5 and 6 because it is varied and exciting. For example, Reception children act out the shape of letters to help them learn to read. Across the school, teachers have detailed plans for teaching literacy and numeracy, which lead to activities that are well matched to most children's capabilities. However, the planning for higher attaining children is not as well focused on the next stage in their learning in some lessons. The curriculum in Years 1 to 4 is planned adequately but it lacks vitality in some areas. The lively work in Years 5 and 6 is having a positive effect on progress by increasing children's independence and confidence as learners. Subject leaders have not ensured that this approach is common to the whole school.

Care, guidance and support

Grade: 2

Although the school judges its provision as satisfactory, inspectors find that the quality of care, guidance and support is good. Adults are alert to children's individual needs and the mentoring system provides good additional pastoral support for them. The school is a healthy environment where children feel safe and relationships are good. Children trust and respect adults and evidence was seen of children caring for each other well during lessons and in the playground. Children with special educational needs receive good support which enables them to play a full part in lessons. The partnership with parents and outside agencies helps to ensure that all children's needs are met. The school has recently improved its procedures for the protection of children and they meet statutory requirements. The school has improved arrangements for the assessment of physical risks and they are carried out in all key areas of the school's work. Improved checks on children's progress help them to reach their personal targets and their targets are assessed and reviewed regularly by teachers with children to aid their progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The leadership team of acting headteacher and two senior staff has led the school well in the last six months. The results of the inspection match closely with their views of the school. The leadership team identifies realistic targets to be reached and knows how it will reach them. As a result, children make better progress than they did last year. The school is in a satisfactory and improving position to advance further and provides satisfactory value for money. The school has improved children's rate of progress over the last six months because checks on the school's work are carried out rigorously and swift action has been taken to remedy many of the weaknesses in the teaching. However, school improvement activities rely heavily on the leadership team. Subject leaders are not yet involved enough in making checks on the teaching and learning so that they can share the responsibility for improving children's learning. For example, the promotion of literacy, science and information and communication technology are not co-ordinated effectively throughout all year groups. The school consults staff, children and parents adequately about its plans. Some governors make helpful contributions to the school's work. Although governors were slow to arrest the decline in the quality of the school's work initially, they are committed to improving the school's performance. Governors' appointments of key staff have been successful. The school makes sure that all have equal opportunities to participate in what the school offers as they grow older. Staff have successfully dealt with most of the issues arising from the previous inspection. Standards are not yet high enough, but children's progress is improving.

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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	4	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	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	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	3	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	3	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

We enjoyed visiting Holbeach and meeting you all. Thank you very much for being so friendly and helpful. We liked many of the things we saw. Here are some of them: - You have been making better progress in lessons recently. - You enjoy school and your attitudes to work are good. - Teachers often make lessons interesting and you work well together. - Those of you who have jobs to do, such as door monitors, carry out your duties well. - The school takes good care of you. - There is a good range of clubs to join and you are keen to be healthy. - Mrs. Boor and the senior teachers lead the school well. There are three things we want the school to improve: - Help you to reach higher standards in English, mathematics and science by the time you leave the school. - Give the most able of you work that is difficult enough in all lessons to help you make even better progress. - Ensure that teachers who are responsible for leading subjects keep a closer watch on how well you are learning. We hope you can help your teachers achieve these improvements by continuing to work hard and helping one another. We wish you all every success in the future.