

# New Holland C of E Methodist Primary School

## Inspection report

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Unique Reference Number	118023
Local Authority	North Lincolnshire
Inspection number	326742
Inspection dates	9–10 June 2009
Reporting inspector	Mrs Moira Fitzpatrick

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	61
Appropriate authority	The governing body
Chair	Mrs A Hogarth
Headteacher	Mrs T Norriss
Date of previous school inspection	2 February 2006
School address	School Lane New Holland Barrow-upon-Humber DN19 7RN
Telephone number	01469 530470
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Age group	3–11
Inspection date(s)	10–11 June 2009
Inspection number	326742

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## Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited eight lessons or parts of lessons, and held meetings with governors, staff, groups of pupils and parents. Brief discussions were held with specialist staff who support pupils with learning difficulties and/or disabilities and with a number of parents and parent helpers. Observations of the school's work included evaluations of the school's improvement plans, governors' minutes and the detailed plans for pupils who have learning difficulties and/or disabilities. In addition the views of parents, as expressed in the 21 questionnaires that were returned, were evaluated.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- how the school's assessment data for tracking pupils' progress is used to ensure that all pupils make at least adequate progress
- how the creative curriculum initiative has impacted on pupils' attainment and enthusiasm for learning
- how the recent changes to leadership and management roles of all staff were evaluated to discover their impact on the school's rate of improvement
- how recent improvements to the provision in the Early Years Foundation Stage are impacting on children's learning.

## Information about the school

This is a much smaller than average school, where pupils are taught in four mixed age classes. Most pupils are of White British heritage. There are rarely any pupils who speak English as an additional language. There is an above average proportion of pupils who are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities has risen sharply since the last inspection and is now above average. The proportion of pupils with a statement of special educational needs has also increased, but is below average. The attainment of children when they join the Early Years Foundation Stage in the Nursery is well below that which is typical for their age in most years, with particular weakness in social and literacy skills.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

### Main findings

This is a good school. It has improved well since the last inspection and now has some outstanding features. Pupils' behaviour and their sense of well-being and safety are excellent because of the strong emphasis the school places on care, tolerance and respect for others. Strong and effective leadership by the new headteacher has led to a rapid development of leadership skills among staff which has given the school a fresh impetus to build on existing strengths. Standards are rising and so too is the school's reputation in the community.

The small cohorts of pupils who are entered for national tests each year mean that a comparison of pupils' attainment with national averages is unreliable. However, pupils make good progress in their time in school. From starting points that are well below what is typical when they join the Early Years Foundation Stage, they reach broadly average standards by the time they leave in Year 6. Their creative skills and talents are especially well developed. Pupils are confident in their approach to learning and are well able to pursue their individual interests in learning independently. This is because they are well taught, by teachers who have a good knowledge of their learning needs and capabilities. This allows them to effectively manage the needs of the wide range of ability and age in each class. Teachers conscientiously mark pupils' work and set appropriate targets to help pupils improve. However, marking does not give regular enough guidance on the small steps to improvement that would help pupils improve the quality of their work. Pupils with learning difficulties and/or disabilities are well supported to make the same rate of progress as their peers. Pupils are encouraged to think for themselves and ask questions about their learning, this helps them develop enquiring minds, curiosity and a love of learning. Above average attendance testifies to pupils' enjoyment of school; several parents commented on their child's dismay at weekends and holidays when the school is closed.

The well planned and exciting curriculum is the basis for pupils' enjoyment of school. Older pupils agree that this has improved in recent years and that there are many opportunities to learn in different ways and link ideas. Topics such as book making and learning how to produce film animations using puppets, as well as preparing a debate on saving the rain forest, inspire pupils to want to learn. As one pupil put it, 'I used to think school was boring – but it certainly isn't now. I love it.' Teachers take

care to plan topics that will link learning in different subjects so that pupils are constantly seeing the relevance of their learning. Numerous visitors bring a wealth of knowledge and talents to share with pupils, which fire their enthusiasm and spur them on to master new learning. Pupils of all ages are well accustomed to using computers independently to find out for themselves, so their information and communication technology skills are well developed. Pupils' personal and social skills are also good. The school's welcoming and vibrant atmosphere owes much to the contribution made by pupils. They are well taught about staying healthy and safe and follow the excellent example set by staff in their care and support for each other. They thrive on the responsibilities they have for looking after and improving the school and fully understand the value of their contribution. While pupils make a strong contribution to their school and local community, their contact with the wider world is more limited. By the time they leave, pupils are well prepared for the future. Children in the Foundation Stage enjoy a well planned and activity led curriculum, so that they too make good progress. A weakness is the amount of provision for developing communication skills, which are a particular weakness when children join the school. Leadership and management are good and the school has a good capacity for further improvement. The headteacher, staff and a strong governing body know the school's strengths and weaknesses well. Improvements to the assessment of pupils' learning have allowed the school to set more realistic and challenging targets for pupils. The professional development of staff has supported the school's improvement by ensuring that they have the skills and knowledge to bring about change and improve provision for all pupils. The headteacher has moved quickly to assess the needs of pupils who were apparently under-achieving. There has been an increase in the numbers of pupils on the register of special educational needs. These pupils are given regular specialist support and specific interventions to help them learn as well as their peers. The headteacher's energy and determination have successfully harnessed pupils, staff and governors to this vision and she has their wholehearted support. Parents too, wholeheartedly support the changes to the school though their involvement with it is not as strong as it could be.

## What does the school need to do to improve further?

- Improve the consistency of marking and feedback to pupils by:
  - ensuring all marking indicates the next small steps that pupils' must make to improve their work.
- Improve the development of literacy skills in the Early Years Foundation Stage, especially for those children who join the Nursery with very low levels of speech and communication by:
  - planning opportunities for talk and early mark making in all areas of learning
  - creating more opportunities for children to talk with an adult in small groups and one to one.

## Outcomes for individuals and groups of pupils

2

Pupils make good progress in lessons. They work hard and develop good attitudes to learning because teachers make lessons interesting. In lessons where the work is very well matched to their needs, pupils make very good progress and develop high levels of confidence in their ability to work independently. Pupils achieve well because they enjoy learning so much. They relish the challenges and opportunities provided to work in teams and to develop their own lines of enquiry.

Attainment indicators over the last three years, as measured by national tests, have been broadly average, with occasionally, science falling significantly below, and mathematics below, the standard reached in English. School data and inspection evidence indicate a rise in attainment in mathematics and science to match that of English in the current Year 6. The trend in the last three years has been for pupils of different abilities to make similar progress in their learning, so that while girls perform better than boys in Year 6, this occurs because they started from a higher level in Year 2. There is a similar picture at Key Stage 1, where year on year attainment fluctuates from well below to above that expected for Year 2 pupils. Across the school pupils with learning difficulties and/or disabilities make good progress and attain well in comparison with their peers nationally.

Pupils say they feel safe and secure in school and this is reflected in the warm supportive relationships seen amongst pupils of all ages. Play Pals set an excellent example of good citizenship by seeking out children who need a friend at break times. Pupils are well trained in assessing safe situations; they are very alert to any risks and happily report any problems to adults. Pupils' exemplary behaviour is a result of excellent relationships and high levels of respect and trust. It ensures that lessons run smoothly and that the school is a happy, positive place in which to learn. Pupils have a good understanding of, and follow, a healthy lifestyle. They make sensible food choices and are keen to take part in vigorous sporting activities.

Pupils' spiritual, moral, social and cultural development is good. Every pupil in the school takes some responsibility for the smooth running and improvement of the school. In the current year, pupils have made a huge contribution to developments in the curriculum through their suggestions and evaluations. They are active supporters of the local community, for example, through their work to save the church from closure, and in enhancing the village with their lovely flower baskets. Regular and generous fundraising is a hallmark of the school and pupils work hard to support those less fortunate than themselves. While they have a good understanding of their local and national heritage, pupils' knowledge of the wider world and its cultures is limited. Attendance is above average, because pupils love coming to school to join in all that happens there. By the time they leave, pupils are well prepared for the future with sound basic skills, very good levels of independence and good team skills.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## How effective is the provision?

Teaching is good. Good improvement to assessment systems this year has given teachers a clearer picture of pupils' needs. Assessment procedures now give staff more accurate information about pupils' learning and they use this well to plan the next challenges. This has led to a good match of work for individuals so that they are well challenged and excited by their learning. This is very effective in mathematics, where new groupings are accelerating progress for pupils of all abilities. They are also developing new confidence in the subject for a good proportion of pupils who say they found the subject difficult in the past. Pupils are becoming more involved in assessing their own progress. They know their targets and most know how to achieve them. While teachers' marking is conscientious, teachers do not give enough written feedback through marking to help pupils make frequent small steps towards improvement. This is especially the case in English, where spelling and punctuation errors mar the quality of pupils' writing.

The good curriculum has developed well to provide better access to learning for all groups of pupils. Pupils with learning difficulties and/or disabilities now have their needs well met through specialist support and well targeted interventions in class. The development of the creative curriculum, with its emphasis on promoting independence and individual lines of enquiry has led to a more collaborative approach to learning. Pupils say they love learning this way and are often surprised to find they have been enjoying subjects they formerly found 'boring'. The flexible curriculum gives pupils many opportunities to pursue their own interests in a topic, as well as linking subjects naturally through using skills from one subject to help extend knowledge in another. Excellent examples of this can be seen in the Year 5 and Year 6 topic on space. Here art, science and literacy all come together in stunning displays of individual research. The imaginative ways of recording this

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

learning instantly capture the interest of other pupils. Current work on animations has fired the enthusiasm of pupils of all ages, who work wonderfully well in mixed age groups to support and teach each other. The curriculum for personal, social and health education is well planned to meet the developing needs of the pupils and help them acquire the mature attitudes and good self-knowledge they display in and out of classrooms.

Pupils are well cared for, guided and supported. Vulnerable pupils, including those with learning difficulties and/or disabilities have their needs well assessed and are extremely well supported to succeed and play a full part in the life of the school. Adults set an excellent example in their care for pupils, who they know very well and are alert to any changes in their mood or performance. Pupils say they know that any adult in the school would help them with a problem. Good links with external agencies ensure pupils receive the specialist support they need to learn effectively. Children are very well prepared for a good start when they join the school and they are similarly well prepared for the transition to secondary school.

*These are the grades for the quality of provision*

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

Leadership, management and governance are good. The recently appointed headteacher has made a thorough and accurate analysis of where improvements were needed and has set the correct priorities for this year. There has been a rapid development of middle leadership roles so that the capacity to identify areas of weakness and plan change has grown significantly since the start of the school year. The headteacher's strong leadership and clear vision have enabled the school to move forward at a good rate, because staff have been encouraged and expected to support the headteacher's ambitious vision for raising standards and pupils' enjoyment of learning. More rigorous assessment has led to sharper and more challenging targets being set for staff and pupils. There are good procedures for maintaining safety and ensuring the safeguarding of children.

Governors are very well informed and involved in the school's development. They have been a driving force in supporting the creative curriculum and linking the school with external expertise to support its developments. They are rightly proud of the school's highly inclusive ethos which successfully promotes equality and ensures there is no discrimination. The school's family ethos as well as its commitment to the local community makes a good contribution to community cohesion. While links with the global community are in their infancy the school has plans in place to extend pupils' understanding and acceptance of traditions and values in the wider world.

The school has undertaken many initiatives in the last year to involve parents more



actively in its work and help them to better support their children's learning. While these have been successful, for instance the increase in the number of parents helping in school and the establishment of a parent teacher association, the very close links that the school seeks with all parents have not yet been achieved. The school has plans to continue to develop productive relationships with all parents in the coming year. Very close links with the local small school's cluster and secondary school and with a range of external agencies, businesses and local events all contribute much to the improving attainment of children in the school. The school monitors spending closely and plans well to ensure it achieves good value for money.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Children join the Nursery with a range of skills that overall are well below those expected for three-year-olds, with some children showing significant weaknesses in language development and social and emotional development. All are well supported to make good progress, though the number reaching the expected goals by the end of Reception varies year-on-year and is generally below average. Staff provide a range of activities to support children's language development, though more needs to be done to ensure that weaknesses are overcome by planning for regular and specific activities to help improve speaking and early literacy skills. Children in the Nursery make particularly good progress in their personal, social and emotional skills because they quickly learn the routines and follow the example of children in the Reception group. They are also well cared for and guided by staff who place a strong emphasis on good welfare for the children. Children enjoy learning to choose activities for themselves and grow in confidence as they explore the many interesting activities set out for them. They are developing a good understanding of a healthy lifestyle as they have a fruit snack and enjoy regular exercise inside and out. They feel safe and develop good relationships with staff and older children in the class. They are confident when joining older pupils in the extensive grounds for short playtimes during the lunch break. Parents speak highly of the good preparation their

children have for starting school and say that this ensures both they and their children are ready for 'the big step'. Provision in the Early Years Foundation Stage has improved significantly this year as a result of sustained support from the local authority for the newly appointed Early Years Foundation Stage leader. Assessment procedures have improved rapidly so that staff now have a much clearer picture of individual children's needs and plan carefully to meet these. This allows all children to progress well regardless of their starting point, so that even though many do not meet the early learning goals expected of most children by the end of Reception, they have made good gains in most areas of learning. While staff have developed much good practice this year the role of the key worker is still under-developed. The Early Years Foundation Stage leader leads and manages provision well and is aware of the need to improve this role.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents value the school highly. They are pleased with the high quality care and support that is given to their children and that their children are so happy in school. Some parents are particularly impressed with the family atmosphere in the school and with the way that older children look after and play with younger ones. They say that this gives their children a strong sense of community especially when they meet their school friends in the village. There was one expression of concern about the creative curriculum where it was felt there was too little emphasis on English and mathematics. All pupils have their full entitlement to these subjects, with lessons each morning; they also touch on these subjects during the creative curriculum which occurs in the afternoon.

Ofsted invited all the registered parents and carers of pupils registered at New Holland CE Methodist Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspector received 21 completed questionnaires. In total, there are 96 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	15	5	1	0

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.





11 June 2009

Dear Pupils

Inspection of New Holland C of E Methodist Primary School, North Lincolnshire, DN19 7RN

Thank you helping me to have such an enjoyable time in your lovely school. Your friendliness and excellent behaviour made my visit a real pleasure. My work of inspecting your school was made easier by the open way in which you shared your ideas about the school with me. I agree with those of you who said your school is a good one. Please pass on my thanks to your parents for sending in the questionnaires giving their views of the school. They agree with you too that your school is good. You learn well, make good progress and reach average standards by the time you leave your school for a number of reasons. One is that you all work hard and try your best. You deserve to be successful and you are. Another reason is that the teachers know you really well and set you work at the right level so you can succeed. One more reason is that the exciting curriculum encourages you to become independent and develop your own curiosity about the world. I thoroughly enjoyed seeing the fantastic work you are producing, especially since most of it was all your own, with little help from the teachers. When teachers mark your work they praise you well for your achievements, but don't always give you advice on what to do to improve the small errors in your work. I have asked the school to make sure that teachers give you more regular tips on how to get better when they mark your work.

The adults in school all take good care of you which makes you feel safe and happy in school. You follow their excellent example by being kind and supportive of each other in and out of the classroom. I was delighted to see how well you care for the school by doing so many jobs to help it improve and look lovely. You enjoy many exciting things in and out of school that help you to develop good personal qualities and become good citizens. It was a privilege to see your work for the Lincoln Show and to hear your lovely singing. I will carry the sound of your lovely voices in my head for a long time. Well done and keep up that high standard.

There has been good improvement to your school since it was last inspected. One area that has improved well is in the Nursery and Reception class, where children now have more opportunities to learn for themselves by playing. To keep on improving I have asked the school to give the younger children more help with their speaking and writing skills. Many of you told me how much you like your headteacher and teachers. Together, they are doing a good job in improving the school and you can help by continuing to enjoy school as much as you do now and by working as hard.

My very best wishes to you all for the future,

Yours faithfully

Moira Fitzpatrick  
Lead inspector

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