

Halton Holegate CofE Primary School

Inspection report

Unique Reference Number	120573
Local Authority	Lincolnshire
Inspection number	339726
Inspection dates	13–14 May 2010
Reporting inspector	Ruth McFarlane

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair	Mrs Christina Holmes
Headteacher	Mrs Mandy Cherry
Date of previous school inspection	14 September 2006
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Introduction

This inspection was carried out by two additional inspectors. Twelve lessons or parts of lessons were observed and five teachers or teaching assistants leading lessons were seen. Formal meetings were held with governors, staff and groups of pupils and informal meetings were held with individual parents. Inspectors observed the school's work and looked at a range of documentation including reports written for parents and governors, policies and procedures concerning the day-to-day running of the school, responses to staff and pupil surveys, and 59 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the use of assessment in enabling each pupil to make good progress
- how well the challenges of teaching mixed-age classes are overcome.
- the impact of strategies to improve attainment in mathematics and writing.

Information about the school

This is a very small rural school. Almost all pupils are of White British heritage. The proportion of pupils either leaving or joining the school other than at the usual time is higher than average. The proportion of pupils who have special educational needs and/or disabilities is average and most of these pupils have moderate learning difficulties. The school has emerged from a period of unsettled staffing. The Early Years Foundation Stage comprises a Reception class taught together with Year 1 pupils and, sometimes during the week, alongside a wider age range. A group organised by the governing body, for parents/carers and toddlers, meets in the school weekly. The school has been awarded Healthy Schools status.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Halton Hologate Church of England Primary is a good school where teamwork amongst staff is strong. Pupils emulate this, so their cooperation and helpfulness around school are excellent, for instance through their eco council and school council activities. The warm and friendly Christian ethos underpins pupils' good spiritual, moral, social and cultural development. The manner in which pupils of all ages carry out helpful jobs, routines in their class and around the building, and their ready enthusiasm for school, together with their good and sometimes exemplary behaviour, contribute much to the community. They told inspectors, 'We're just one big happy family.'

After a dip in attainment immediately after the last inspection, pupils are again achieving well. From starting points that are often below those usually found, children make good progress in the Early Years Foundation Stage and throughout the school, so that pupils leave Year 6 with broadly average attainment in English and science. In mathematics, attainment is above average, showing the impact of the raft of strategies to improve attainment in this subject, including specific staff performance targets and teaching in ability groups.

Attention has now turned to raising attainment in writing, where the proportion of pupils achieving the expected levels in 2009 was below average across the school. Here, successful strategies, including improved assessment processes and increased support from well-directed teaching assistants, have resulted in improvements already evident throughout the school. Parents are strongly supportive. One said, typically, 'This is a wonderful school.'

The successful work to improve teaching has meant that lessons cater carefully for learning in mixed-age groups and for the different abilities in each class. The curriculum is under wide-ranging review and some cross-curricular aspects are currently being changed and developed. However, the adaptation of curricular planning to enable pupils to learn skills in literacy and numeracy along with pupils of broadly similar ability, but differing ages, has been very successful. Benefits in personal development, cooperation and caring attitudes are evident in pupils as a result of class activity encompassing a wider-than-usual age range.

The headteacher, staff and governing body are working together successfully because they share an accurate view of the school's strengths and weaknesses. The strong focus on positive support for each pupil ensures all have equal opportunities to learn without discrimination. The promotion of community cohesion is effective in the local area and the school regularly checks and improves the impact of this aspect of its work. Pupils are less clear about the rich diversity of ethnicities and beliefs that are features of today's

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Britain, or in the wider world. The reverse of the dip in attainment since the last inspection has been sustained over two years because of effective systems for staff and the governing body to monitor pupils' academic and personal progress and respond quickly. This is assisting the school to continue on its upward trajectory, and shows its good capacity for continued improvement.

What does the school need to do to improve further?

- Strengthen community cohesion by:
 - developing stronger links with the wider United Kingdom community to help pupils learn more about its ethnic diversity
 - developing global links to help pupils learn more about the world, its religions, ethnicities and different economies.
 - Accelerate the work to develop the curriculum so that links across subjects are strengthened to make learning more relevant.

Outcomes for individuals and groups of pupils**2**

Pupils' happy faces confirm that they thoroughly enjoy their time at school. Most pupils develop speaking skills and vocabulary well. One excellent example was the awe and wonder with which Year 1 pupils described the setting of *The Gruffalo*. Another was an animated and imaginative Year 6 discussion on the topic of a world without rules. In writing, too, pupils progress and achieve well. Year 2 pupils write play scripts that include stage directions to describe how their writing should be spoken, using a range of adverbs such as 'proudly' and 'sadly'. In mathematics, pupils apply their calculation skills well in a variety of practical investigations and problem-solving. During the inspection, a mixed group of pupils from Years 2, 3 and 4 were thoroughly engaged in working out the dimensions and layout of a shape on card that, when cut out and assembled, would make a three-dimensional building. These kinds of stimuli for learning and developing thinking skills underpin pupils' good progress. Those with learning difficulties also make good progress because they are fully included and given targeted support.

Attendance is above average and pupils say that they feel safe at school. Pupils behave well in class and around the school. They have a good awareness of healthy foods and are proud of their school's Healthy School status. Pupils take part enthusiastically in physical education activities. The school council members enthused about their regular meetings with the governing body at which they feel their views are valued. Attainment in the basic skills of literacy, numeracy and in using new technologies is supported by a good range of Young Enterprise activities led by local businesses. Work alongside local special school pupils is a feature of the pupils' outstanding contribution to and involvement in the community, and helps prepare them well for their futures. Relationships between staff and pupils and between pupils themselves are excellent, contributing to a strong climate for learning and well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' expertise in adapting the curriculum to teach pupils of different ages and abilities within the same class is used to benefit pupils' learning. Their good planning, including their plans for teaching literacy and numeracy in ability groups, underpins pupils' good progress. Teaching assistants are well directed and make a valuable contribution to pupils' learning. All the teaching observed was at least good but, in a few lessons, not enough reminders were given to ensure optimum progress; for instance the teacher did not correct spelling mistakes. Where this happened, work did not quite meet the intended outcome. Teachers' marking is up-to-date, full of encouragement to pupils, and conveys information about what pupils could do to improve. Targets are set in ways that help pupils to understand them. Work to develop stronger links between subjects to make learning more relevant is at an early stage of development. The good range of visits make the curriculum vibrant, including residential adventures and local excursions related to learning. Good caring support for each individual is a key feature and assists pupils to make good progress in their academic subjects and in their personal skills. Policies and procedures related to health and safety, child protection and security are

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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clear and implemented thoroughly. This also helps in making pupils feel safe.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: 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?

Leaders and managers share their ideas well and that drives improvement. For example, successful strategies have been orchestrated to improve mathematics and writing since the last inspection. As a result, teaching is improving and pupils' learning and their progress are accelerating. The governing body is very supportive of the school's direction and monitors the school's work effectively. A popular parents/carers and toddler group provides participants with a good introduction to the school environment and is symbolic of the good partnership that exists. Community cohesion is promoted satisfactorily, although the work to promote understanding of the wider national and global context is at an early stage. Procedures for security and safeguarding children are robust, as are those for the vetting of staff. Staff are successful in promoting equality of opportunity by tackling any social or other barriers that might affect learning for pupils. This is demonstrated, for example, by their action to ensure the involvement of pupils with special educational needs/disabilities in all activities. The school's positive features and ongoing improvement, and the progress pupils make, show that the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	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 equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good induction procedures ensure that children settle quickly. A strong emphasis on personal, social and emotional development is linked to careful assessments of children's needs and ensures that learning and development proceed very well for each individual child. The mixed-age grouping and good teaching facilitate extension to learning for the more-able and a social atmosphere akin to family life. This enabling environment helps the pace of progress so that most children reach the Early Learning Goals by the start of Year 1, from a generally low start. Children are mindful of safety, for instance in handling scissors. Children know 'what is good for you' and choose pieces of fruit as a snack. Planning is good. Well resourced activities are balanced between those led by staff and those chosen by children. The outside area engages children's interest and enjoyment, for instance when children investigated which materials are waterproof, carefully recording their findings. The sensory garden is much enjoyed, and children used words such as 'calm' and 'peaceful' in describing it. The leadership is skilled and manages children's learning and developmental needs well. Arrangements for safeguarding and children's welfare are good, with attention paid to hygiene and cleanliness. The adults are in the process of developing required procedures by which they take responsibility for groups of children as the 'key person', forming the main home-school link in this way.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 of the Early Years Foundation Stage	2

Views of parents and carers

A high proportion of parents and carers responded to the pre-inspection questionnaire. Their highly positive responses indicate that their partnership with the school is strong. Almost all parents and carers who responded support all aspects of the school's work. Only very few critical comments were recorded, from which no real pattern of dissatisfaction emerged. A concern that progress is not sufficient and that pupils' needs are not met could not be substantiated despite close investigation by inspectors, the findings of which are reported elsewhere in this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Halton Hologate CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	68	18	31	0	0	1	2
The school keeps my child safe	47	80	12	20	0	0	0	0
The school informs me about my child's progress	37	63	18	31	2	3	1	2
My child is making enough progress at this school	35	59	19	32	5	8	0	0
The teaching is good at this school	40	68	15	25	3	5	0	0
The school helps me to support my child's learning	39	66	15	25	2	3	1	2
The school helps my child to have a healthy lifestyle	38	64	19	32	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	64	14	24	3	5	0	0
The school meets my child's particular needs	37	63	15	25	5	8	1	2
The school deals effectively with unacceptable behaviour	36	61	17	29	2	3	1	2
The school takes account of my suggestions and concerns	38	64	17	29	2	3	1	2
The school is led and managed effectively	43	73	12	20	1	2	1	2
Overall, I am happy with my child's experience at this school	43	73	13	22	0	0	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 May 2010

Dear Pupils

Inspection of Halton Hologate CofE Primary School, Spilsby, PE23 5PB

Thank you for your helpfulness during my recent visit to inspect your school. You were polite and well behaved. We enjoyed speaking to you around the school and in the classrooms, and seeing your work. It is great that so many of you told us that you enjoy school a lot. You told us you think your school is good. We agree with this comment. You go to a good school.

We found out some important things about your school. Your learning and progress are good. You are considerate of each other. You know how to stay safe, and you told us how important it is to eat healthily and to take exercise. What stands out are the excellent ways you contribute to the school and the local area. You are very willing to do little jobs that help your teachers. All the staff care for you a lot and the teachers teach you well. We have asked the staff and governors to keep concentrating efforts on helping you to understand more about people in other places in the world, especially the range of different people in Britain and their beliefs. We have also asked the school to speed up their work to make the curriculum even more exciting.

You could help by carrying on doing what your teachers ask and always doing your best. I hope you will always enjoy school as much as you told us you do now.

Yours sincerely

Ruth McFarlane

Lead inspector

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