

The Holbeach William Stukeley Church of England Voluntary Aided Primary School

Spalding Road, Holbeach, Spalding, PE12 7HG

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils are making good progress throughout the school. As a result, pupils in Year 6 now reach standards that are above average in reading, writing and mathematics.
- Teaching is good and pupils respond positively to their teachers' high expectations. Teachers' subject knowledge, expertise and enthusiasm inspire pupils to want to succeed.
- Disabled pupils, those who have special educational needs and those for whom the school receives additional pupil premium funding make good progress because of good support.
- Pupils' behaviour is good. They have positive attitudes and are proud of their school. They feel safe and show great care and respect for adults in school and for each other.
- The school gives pupils rich and stimulating learning experiences. Topics and themes are greatly enhanced by exciting trips and visits. This helps to motivate pupils and contributes strongly to their spiritual, moral, social and cultural development.
- Leadership is outstanding. Leaders are highly committed to continually improving the school, and are powerful role models for staff and pupils.
- Governors know the school exceptionally well, and have reviewed and strengthened their roles to provide greater levels of support and challenge, ensuring that teaching and pupils' achievement continues to improve rapidly.

It is not yet an outstanding school because

- Teachers do not always set challenging work for the most able pupils in subjects other than English and mathematics.
- Teachers do not always make full use of checks to confirm that they are all interpreting information on pupils' progress accurately.

Information about this inspection

- Inspectors observed 17 lessons, including one seen jointly with the headteacher. Inspectors also observed support sessions for pupils who need extra help with their learning.
- Inspectors attended two school assemblies and paid a visit to the morning breakfast club.
- The lead inspector observed a family learning session which forms part of a 10-week course for parents and carers to boost their own skills and learn new strategies, so that they can also help their children with their school work.
- They spoke to pupils informally throughout the inspection, gathering their views and experiences of life in the school, and also met with representatives of the school council.
- Inspectors listened to pupils read and looked closely at how the school encourages and promotes a love of reading.
- Meetings were held with a group of governors and also a school adviser. Inspectors also met with subject leaders and staff responsible for checking attendance and behaviour and coordinating special educational needs.
- The 33 responses to the online Parent View survey received during the inspection were also noted.
- The lead inspector analysed the 22 responses to the staff questionnaire completed during the inspection.
- Inspectors observed the school's work and looked at a number of documents, including information on pupils' current progress, planning documents, checks carried out by leaders on the school's effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Andrew Fox	Additional Inspector
Kath Harris	Additional Inspector

Full report

Information about this school

- The school is slightly larger than the average-sized primary school, and the number of pupils has increased since the previous inspection.
- The very large majority of pupils are White British. The proportion of pupils, mostly from White European backgrounds, who speak English as an additional language is greater than in most schools and rising.
- The school recruited four new teachers in September 2013 to replace staff moving to other roles or leaving the area.
- The proportions of disabled pupils and those who have special educational needs supported through school action, and through school action plus or a statement of special educational needs, are average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for pupils who are looked after by the local authority and those known to be eligible for free school meals, is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching and raise achievement by making sure that:
 - teachers set tasks and activities in all subjects that are difficult enough to challenge pupils to do well, particularly the most able pupils
 - all teachers have a good understanding of assessment information, and use it together to make thorough checks, so that whole school information is even more secure.

Inspection judgements

The achievement of pupils is good

- Children join the Reception class with skills and abilities that are generally below the levels typically seen at their age. They make a good start, settle quickly and soon develop positive attitudes to learning. Children make good progress and improve their skills, achieving a good level of development by the end of the Early Years Foundation Stage.
- Good progress continues consistently through each key stage. By the end of Year 2 pupils' results in all subjects are above national averages. At the end of Year 6, standards in 2013 were the best the school has seen for several years, the highest being in reading.
- Progress from the end of Year 2 to the end of Year 6 has risen to above the national average since the previous inspection and current school data indicate that this is continuing to be the case for this academic year. Pupils currently in Year 6 are on track to reach standards above national averages by the end of the year. The school's information and pupils' current work indicate that pupils throughout the school, including the most able, are making good progress.
- In 2013, the attainment of pupils in Year 6 supported by the pupil premium was similar to that of their classmates in reading, a term behind in writing and two terms behind in mathematics. Current Year 6 pupils are a term and a half ahead of their peers in reading and in writing and only a term behind in mathematics. Gaps are closing and eligible pupils are making good progress because the extra funding is used effectively to provide highly skilled staff to lead a variety of extra support activities.
- Phonics (the sounds that letters make) is taught particularly well in the Reception classes and pupils in Year 1 have achieved above average results in the annual screening check in phonics in the last two years.
- Pupils' standards in reading have risen and the promotion of reading across the school is strong. Pupils have positive attitudes to reading and read regularly, and at the right levels. They are excited by the development of the new school library. The addition of tablet computers and online resources has encouraged pupils, particularly boys, to be more actively involved in reading and has stimulated their interest in seeking books about specific subjects. Following a book fair in the school, a group of pupils showed enterprise by looking for more competitively priced copies to purchase via the internet.
- Writing standards are high. Pupils write well for a range of purposes, with good competence and confidence. They are highly enthused by trips and visits and this was evident across the school from exceptional pieces of work depicting the highly emotive visit to a local aviation heritage museum and pupils' sense of awe when they watched a Lancaster bomber from the Second World War taxi along the runway. They regularly review and check their own and others' work so that they know how to improve it further.
- In mathematics, teachers and other adults make good use of varied and colourful resources to help pupils learn. There is a whole school drive for pupils to talk about their mathematics, choose their own methods and explain how they have solved problems. Pupils' confidence and understanding of the subject have improved since the previous inspection and this has had a positive impact on raising achievement across the school.
- Additional sports funding is used well, and teachers are working with specialist coaches to improve their own skills. The range of sports clubs and activities across the school has grown

and more pupils are now actively involved and take part in competitions with other schools.

- Disabled pupils and those who have special educational needs receive good support and achieve well as a result. Additional funding to provide specialised adult support for smaller groups has been used effectively to promote these pupils' progress.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good progress because the school identifies their language needs early on and provides good support, particularly through the expertise of the teaching assistant with language expertise.

The quality of teaching

is good

- Teachers and teaching assistants work very closely together to make sure that activities are interesting and suitably demanding for most pupils. Teaching assistants make an invaluable contribution to promoting learning and frequently provide high quality additional teaching and catch-up sessions.
- Disabled pupils and those who have special educational needs benefit from good levels of support. This is because pupils are well known and understood as unique individuals and work is set at the correct level to help them achieve well. This good-quality support also extends to those who speak English as an additional language. Pupils appreciate this and, in the positive and friendly environment, are encouraged to do their best.
- Where learning is at its best, pupils are motivated and inspired and this helps them to raise their own aspirations of what they want to achieve. Pupils have each set their own personal targets and carry 'next steps' cards which they have written and regularly refer to. Pupils frequently use prompts and resources in the classroom and are adept in helping themselves to tackle problems set with high levels of confidence.
- In a Year 3 and 4 mathematics lesson, pupils working on multiplication problems were left to apply their skills to tricky wartime rationing questions, while adults stepped back, allowing them the freedom to make their own mistakes. This showed the adults' and the pupils' confidence, and the whole-class review at the end showcased the success for every ability group. This inspired pupils who could see the next stage of learning to aim for when presented with the work of groups above their own.
- Pupils learn exceptionally well where adults' high expectations ensure that they are set suitably challenging work. Because of this, their belief in what they are capable of is also high. The levels of challenge for the most able pupils are well established in English and mathematics. However, in some topic work which covers other subjects, the work set is simply too easy and pupils are not stretched to show what they are capable of.
- Children in the Reception classes quickly come to enjoy learning. Adults help them to develop confidence early on, and they happily direct themselves to activities, with a good sense of the learning task set. The appointment of a teaching assistant with language expertise has strengthened this area and enabled those who speak English as an additional language to quickly catch up with others in the class.
- Teachers provide pupils with regular and constructive verbal and written feedback on how to improve their work and pupils regularly respond to this. In addition, pupils offer feedback comments when marking each other's work, showing their considerable skills and understanding

of how to improve further.

- Homework, when set, has a clear purpose. Pupils understand that it is becoming a regular feature and extension of their work in class and links with what they will be learning next. Even the youngest children were keen to complete their early reading practice at home, using their letters and sounds resource cards.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils have positive attitudes to learning and the great majority act responsibly in managing their own behaviour and helping with others to manage theirs. At lunchtimes, school council representatives are often seen checking that everyone behaves well in the hall.
- The school's work to keep pupils safe and secure is good. Pupils have a good awareness of how to keep themselves safe in school and on the roads outside. Pupils are knowledgeable about e-safety and understand well the potential dangers of misusing the internet. Pupils carried out their own survey and found that 100% of those asked said that they felt safe in school.
- Parents, carers and staff agree that pupils' behaviour in lessons and around school is good. Pupils' attendance levels have risen and are now above national averages. Leaders, supported by the work of the learning mentor, are passionate about deterring unauthorised holidays and trips during term-time. Attendance has a high profile in school and awards for gaining 100% attendance are valued by pupils.
- Every class has a 'rainbow' box in which pupils can place their worries. They say that if they have any concerns there are adults who they can go to for help and support in school. Pupils value the walled garden within the school grounds as a haven they can go to if they need some quiet reflection time. Pupils find this reassuring, as it helps them to feel more settled at school and engage with their learning.
- The school celebrates and shares pupils' positive achievements both in and out of school through the 'Golden Moments' book which parents, carers, staff and pupils add to. These are celebrated during assemblies and collective worship and lie at the heart of the very caring ethos of the school.
- Bullying is rare, and pupils comment that staff deal with it effectively when it does occur. Pupils understand that if they cannot resolve conflicts themselves, they can rely on staff to intervene quickly. There are very few racist incidents, and discrimination in any form is not tolerated.
- Pupils are very proud of their school. The grounds are kept litter free, and the playground areas and fields immaculate. Pupils show a high regard for each other, and this helps those new to the school to settle easily and feel welcome. Pupils speak positively about how much they enjoy and value being a part of the school, and this is reflected in their smart appearance and good manners.

The leadership and management are outstanding

- The headteacher and leadership team have been highly successful in continuing to improve the school, so that achievement and teaching are now good. They work together with a clear vision and commitment to continuous improvement. Their high expectations are reflected throughout the school and leaders at all levels are positive role models for others.

- Leadership roles have evolved and strengthened, and the headteacher has successfully created new positions where each phase of learning has its own designated leader. Phase leaders have driven forward improvements in literacy and numeracy within their areas, such as the Early Years Foundation Stage and Key Stages 1 and 2, and this has had an impact across the school. They successfully see that the quality of teaching and its impact on learning remain high.
- The systems to check on pupils' progress and the use of assessment information have improved considerably since the last inspection. However, plans to develop this further are in their early stages, so that all teachers work together to check assessments and ensure that information on pupils' achievements is more accurately interpreted and analysis more secure across the school.
- The school reviews all aspects of its work thoroughly and acts quickly to address any weaknesses, such as the use of computers and technology, so that the speed of improvements remains rapid. School development plans are realistic and sharply focused. Plans to raise standards are linked closely to checks on the quality of teaching and pupils' progress, and shared by all staff in the school. Excellent staff training, and the highly effective recruitment of talented staff in recent years, has led to marked improvements across the school.
- Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress, and that this is echoed in the management of teaching assistants' pay. This has helped to improve the quality of teaching so that all is now consistently at least good and increasingly outstanding.
- Activities in lessons are supplemented by a vast number of extra clubs and activities. These are enhanced by inspiring trips and visits to varied performances and thought-provoking events such as the theatre, museums, and dance and music workshops. Pupils have the opportunity to participate in overnight trips to outdoor education centres, encouraging their appreciation of different environments and cultures.
- The school promotes pupils' spiritual, moral, social and cultural awareness exceptionally well. Its ethos and values permeate through all of its work, having a highly positive effect on pupils' own personal qualities. The promotion of health through sport has a high profile, with more pupils than previously attending clubs and representing the school.
- Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer.
- The school improvement adviser has supported the school very well in evaluating the quality of teaching and checking that teachers' assessments are thorough. She has provided several training sessions and is continuing to help leaders develop the use of assessment systems.
- **The governance of the school:**
 - Governors are highly committed to continuing to improve the school. The governors work closely with leaders to ensure that raising the quality of teaching and learning remains at the heart of their work. They have an excellent understanding of information on pupils' progress, and have recently refreshed their knowledge and skills to sharpen their effectiveness in challenging the school to improve further.
 - Governors use the most recent data to make comparisons with other schools, locally and nationally, and actively question leaders where dips occur. They meet with key staff, and regularly invite subject leaders to present the latest progress information at governors' meetings. Governors make visits to check directly on important areas of the school's work.
 - Governors ensure that financial resources are managed efficiently, know how the pupil premium and sports funding is being spent on additional staffing and expertise, and monitor

the impact of these initiatives on pupils' achievement. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' and support staff's pay is linked to how well pupils are doing. They are highly motivated, passionate and visible in the school and check that the new breakfast club is running smoothly and that safeguarding meets statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120596
Local authority	Lincolnshire
Inspection number	441963

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Richard Nicholas
Headteacher	Tom Emery
Date of previous school inspection	22 November 2012
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