

**New Holland Church of England and Methodist Primary School**

School Lane  
New Holland  
North Lincolnshire  
DN19 7RN

**Diocese: Lincoln**

Local authority: North Lincolnshire  
Dates of inspection: 12 December 2011  
Date of last inspection: 9 July 2009  
School's unique reference number: 118023  
Headteacher: Mrs. V Matthews  
Inspector's name and number: Robert Fish NS 490

**School context**

This school of 55 pupils, all from White British heritage, is located within a community of high social and economic disadvantage. The proportion of children with learning difficulties is well above the national average. The number of pupils on roll is set to rise significantly as more children than the average are admitted to the nursery. The headteacher was appointed in September 2011.

**The distinctiveness and effectiveness of New Holland Church of England and Methodist Primary School as a Church of England school is good.**

Sound Christian values can be found in all areas of the life of the school. It is an extremely friendly, welcoming and happy school where pupils enjoy working and playing together. Pupils cherish their school and show commitment and dedication to its foundation. The school is seen as a force for good in the community. The staff work well together and the newly appointed headteacher provides strong and caring leadership.

**Established strengths**

- The headteacher's enthusiasm for, and commitment to, the school that has been embedded in the short time since her appointment.
- The nurturing atmosphere that ensures all children come first and feel happy and secure.
- The respect shown by pupils of all ages, and positive relationships that offer genuine encouragement and help to others.
- Dedicated stakeholders whose loyalty to the school is recognised by parents and pupils alike.

**Focus for development**

- Provide a robust structure whereby all stakeholders have greater oversight of the effectiveness of the school and its Christian direction
- Include pupils in the planning and delivery of worship and in the evaluation of individual acts of devotion.
- Establish a manageable structure that conveys effectively to pupils the richness and diversity of other cultures.

**The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Christian values underpin all aspects of the life of the school. All pupils feel valued and special and there is a happy and purposeful atmosphere throughout all areas of the school. Every child really does matter here. Pupils say they feel safe, secure and well cared for and that staff are fair and helpful. When asked to explain what they felt was special about their school pupils responded with, 'everybody looks after everybody else'. Older pupils, in particular, show a mature understanding of the steps the school takes to accommodate pupils who are experiencing difficulty. They support younger pupils through a 'Buddy' system and when working together on a production of the Nativity they delight in seeing the younger pupils perform. It is this attitude, and the school's commitment to inclusivity, that enables all to recognise candidly and celebrate openly each pupil's academic and personal achievement. Pupils enjoy school.

When asked if they had ideas to improve the school the consensus from the group of pupils spoken to was that they liked the school, 'just the way it is'. Many look forward to times when they can interact with pupils from neighbouring schools and believe this is significant in their development as individuals. They are proud of the support the school gives to charitable organisations and recount their experiences of Remembrance Day with pride and conviction. Parents are generally happy with the way the school helps their children progress and develop confidence and self-esteem. Spiritual, moral and social opportunities are explored through the use of the school grounds, effective teaching and attractive and informative displays. Lessons in religious education (RE) are increasingly being used as a cross-curricular vehicle to consolidate skills in literacy and other foundation subjects of the National Curriculum. Pupils use their understanding of play scripts to explore the incidents and emotions of the Christmas story. Their perception of, and engagement with, other cultures and faiths is less well developed.

### **The impact of collective worship on the school community is good.**

Collective worship is central to the life of the school. Pupils enter the school hall and the parish church in a reverent and purposeful manner and maintain a contemplative atmosphere throughout. They participate freely and sing sweetly and with enthusiasm. The lighting of a candle and, in the instance of the service observed, the third candle of the advent crown signify a period of reflection. Worship provides opportunities for all pupils to explore their understanding of faith, the chance to share their Christian experiences and their generosity of spirit. When asked to consider the role of baptism in the life of a Christian one pupil volunteered the notion that the placing of a cross on a person's head, 'brought the gift of the Holy Spirit'. The concept of prayer is both real and relevant to many. There are plans to unite this in a book of school prayers that will bring a greater intimacy to periods of reflection and praise. Themes for worship incorporate ideas and principles from the social and emotional aspects of learning project. There are, however, plans to introduce a procedure for worship that is more relevant to the community and to allow greater flexibility and immediacy. Although pupils contribute to worship through responses to prayer and under direct questioning they have little input in planning, leading and evaluating the experience. Church leaders from both the Church of England and Methodist communities visit regularly to lead worship and immerse themselves fully in the life of the school. Of particular note is the support the school receives from the Bishop's Visitor who, in addition to providing a pastoral link to the diocese, contributes to worship and the general well being of the school.

### **The effectiveness of the leadership and management of the school as a church school is satisfactory**

The headteacher is clear about what constitutes a school rooted in faith. Her vision is of a school where the aura of Christian love really does underpin, inspire and enrich all and where opportunities for learning stem from a sound grounding in Christian principles. In the short timescale since her appointment she has worked with staff to produce an evaluation document that assesses effectively the present position of the school. It provides pointers to raise pupil's attainment and extend the existing Christian foundation of the school. As yet, however, this does not inform the long term strategic planning in sufficient detail. Lessons in RE are planned well and delivered in a warm and encouraging manner. Monitoring and evaluation of RE by teachers takes place on a regular basis but to date foundation governors are insufficiently involved in the appraisal and review of structures for prayer, worship and RE. The chair of the governing body is active throughout the school and has been a source of much support to the headteacher during this induction period. Members of staff share their tangible commitment to the ethos of the school and provide excellent role models for pupils. This contributes greatly towards pupils' appreciation of how to behave in a variety of situations. The school is an active participant in the local community and when sharing educational and social experiences with other neighbouring schools. A highlight for the older pupils is the annual visit to the cathedral to take part in services celebrating the diocesan fellowship of schools. There has been progress on raising the school's profile to reflect its distinctive Christian nature. Less successful has been the action taken to broaden pupils' experiences of other cultures and to increase their exposure to the global curriculum, both a focus for improvement from the previous inspection.