

Holt Community Primary School

Inspection report

Unique Reference Number	120821
Local Authority	Norfolk
Inspection number	358850
Inspection dates	9–10 December 2010
Reporting inspector	Roderick Passant

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Peggy Davey
Headteacher	Beryl Knowles
Date of previous school inspection	21 May 2008
School address	Norwich Road Norfolk NR25 6SG
Telephone number	01263 713107
Fax number	01263 711039
Email address	office@holt.norfolk.sch.uk

Age group	4–11
Inspection dates	9–10 December 2010
Inspection number	358850

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They saw all six of the classes being taught by either their class teachers or, in the case of one class, a supply teacher. They observed 11 lessons. Meetings were held with two groups of older pupils, representatives of the governing body, the headteacher, members of the senior leadership team and other staff. They observed the school's work including two assemblies, the Christmas Fayre and looked at a range of documentation, including the school improvement plan, documentation associated with safeguarding and scrutinised the questionnaire responses from 63 parent and carers, 69 pupils and 12 staff. The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

Does the school evaluate its strengths and weaknesses and evaluate the impact of its improvements rigorously enough?

- To what extent do pupils have a clear understanding of how to improve their work and their targets?
- How has the school developed staff's leadership roles since the last inspection?

Information about the school

The school is a smaller than average primary school. The population has a few pupils from a diverse range of different backgrounds but most pupils are White British. The proportion of pupils known to be eligible for free schools meals is above average. The proportion of pupils with special educational needs and/or disabilities is smaller than generally seen, although the number with statements detailing their educational needs is higher. The school hosts occasional parent meetings run by outside providers and a range of community and adult education classes. There are close links with the local Children's Centre and some pupils attend breakfast club run by another provider. The school has gained Investors in People, Activemark, Healthy Schools status and the intermediate International Award.

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

This is a good school. Pupils achieve well. From often low starting points they make good progress over their time in school to attain broadly average standards. The school knows and values pupils as individuals. It fosters their confidence well by providing a wide range of opportunities for success and through the international dimension of the school's work, develops well their awareness of how other people live. Performances, sports and work in class ensure that pupils work together well. Almost all parents and carers judge that their children enjoy school although this is not reflected in their attendance, which is average.

Teaching and learning are good, underpinned by the good relationships and mutual respect that staff and pupils have for each other. Teaching has improved because assessment is now used well to support teachers' knowledge of where pupils are in their learning. This informs teachers' planning and sharpens their focus on next steps which ensures that pupils know what they have to do in order to improve. Good examples were seen where teachers had identified areas of learning that needed to be reinforced from their assessment of pupils' work or used creative approaches to foster pupils' writing. On occasions, opportunities are missed to broaden the range of learning styles by developing more interactive approaches, for example, by encouraging pupils to show their initiative and contribute to the learning. Occasionally, also, progress slows because the match of work to the needs and range of pupils' abilities is not sharp enough. Because the school often goes the 'extra mile', it effectively eases the barriers to learning that some individual pupils face.

Leadership of the headteacher and senior leaders is good. The school has restructured since the last inspection and the delegated leadership has added impetus to improvements. Leaders have a clear and accurate understanding of the school's strengths and weaknesses. They make particularly good use of school and other data to identify aspects of underperformance and to set challenging targets. The school has been particularly effective at developing pupils' reading skills; currently there is a gap between pupils' reading and writing skills. Given the improvements that have taken place, there is good capacity for sustained improvement.

What does the school need to do to improve further?

- Build on the strengths of teaching in the school by:
 - teachers consistently using a broad range of strategies to promote learning, for example, by giving pupils more opportunities to contribute to lessons and show their initiative;
 - planning consistently a more precise match of work to the needs of pupils so that all are helped to progress faster;

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

- sharing the good practice and developing staff's expertise in using creative active approaches to stimulate pupils' writing, in order to continue to narrow the gap between pupils' reading and writing skills.

Outcomes for individuals and groups of pupils

2

Behaviour is good in lessons and pupils listen well to their teacher and each other. In an open-ended group task creating an island as a basis for their story, younger pupils worked as individuals within the group, cooperating and sharing their ideas well. Individuals confidently explained the features of their island, showing imagination in the detail and good vocabulary, for example the 'treacherous tank' stuck on the beach. Older pupils settle quickly to their tasks, concentrate and work at a good rate.

Pupils with special educational needs and/or disabilities make similar good progress to their peers because interventions and support, including one-to-one work, are targeted well and their progress is monitored carefully. Pupils capable of higher attainment are challenged well, so that the proportion gaining the higher levels in English and mathematics in the 2010 moderated teacher assessments was broadly average. There is no difference between boys' and girls' performance in lessons.

Almost all pupils behave well for most of the time. Staff manage behaviour skilfully, in a positive manner. There are, however, occasional incidents of poor or unkind behaviour. The school has a small number of pupils who are on behaviour plans who find it difficult to manage their emotions. The school works hard to support these pupils and they show some improvement in managing their behaviour because they receive counselling in anger-management and other support. The school ran an anti-bullying week earlier in the term.

Pupils have a good understanding how to keep themselves safe, including on the internet and a good understanding what goes to make up a healthy lifestyle. Many pupils participate in additional exercise clubs and activities such as 'Let's Get Cooking' club. Pupils take their various roles and responsibilities in school such as school councillor, monitors, and junior leaders seriously. They collect for local and national charities and contribute to the local community events through, for example, music performances. Aspects of pupils' personal development make a good contribution to the school's sound preparation for pupils' future economic well being.

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

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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching is lively and enthusiastic, catches and holds pupils' interest and fosters a purposeful ethos in classrooms. Teaching assistants support learning well although not as effectively in whole-class teaching sessions. The mixed-age class is managed well. Whilst good practice was evident in teaching seen across the school, occasionally pupils' progress slowed because they did not have opportunities to talk about and rehearse their ideas with a partner or in a group, or by teachers ensuring that the lesson's pitch, management, or resources gave pupils greater support or challenge. There were good examples of where teachers were confident to use open-ended tasks to stimulate pupils' imagination for their writing and others where more expertise in using the approach would have given more depth to the learning. Teachers build on prior learning or gaps in understanding, give pupils a clear idea of what they are learning and why and make periodic checks on learning during the course of the lesson. Almost all pupils judged that adults explained how to improve their work. Pupils, in discussion and supported by inspection evidence, thought marking was helpful and they knew what their targets were.

The curriculum makes a strong contribution to pupils' cultural awareness and reflection on and awareness of green issues through themed events such as 'The World is a Bubble.' Long, medium and short term curriculum planning is in place to ensure pupils progressively develop skills and knowledge without over-lapping content. Themed topics such as 'Coasts' enable pupils to use basic skills in a variety of contexts. There is specialist

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

teaching in the junior section in physical education, modern foreign languages and science and an additional teacher allows mathematics to be taught in smaller groups for part of the week. The school provides a strong range of enrichment activities through visitors, trips and clubs. The previous inspection report noted the extensive use of information and communication technology (ICT) to support learning. At the time of the inspection the school laptops were being serviced.

Pupils whose circumstances make them vulnerable are supported well and the school ensures that they have opportunities to be fully involved in school life and access opportunities they might otherwise miss. There are good opportunities for pupils to learn how to keep themselves safe, for example, Crucial Crew (a programme of safety awareness raising activities) for Year 6, e-safety awareness and 'stranger danger.' The school makes good use of outside links and partnerships to extend all pupils' learning opportunities as well as specialist agencies to support individual needs. There are clear examples where the school has made a difference to an individual pupil through the quality of the support that it has provided.

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?

There is a strong team spirit amongst staff in the school and it is not complacent. Standards show some year-on-year variation because of the changing characteristics of each cohort; generally they are broadly average. The rate of progress and the numbers making at least the expected progress has increased. Because the senior leadership are quick to pick up on pupils who are slipping behind and put in place mechanisms to support them, almost all Year 6 pupils in 2010 made at least the expected progress. Current Year 6 and Year 5 are on track to reach demanding targets. Teaching has improved because staff make better use of assessment information. Performance management is well established. The school development plan is based on a wide-ranging consultative self-review.

The governing body is effective. Members are enthusiastic and supportive, have a broad range of expertise and good first-hand knowledge of the school. The governing body is prepared to question the school. As one staff member said, 'when you meet your named governor you prepare for it.' The governing body meets statutory requirements, has a schedule to review policies and takes its responsibilities with regard to safeguarding seriously. The result is that safeguarding is good. The headteacher knows the pupils well, shows high levels of commitment and concern and can demonstrate the very good impact of her work in supporting individuals. The school is an inclusive community and works

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

hard to reduce barriers to individual's learning. Leaders monitor the progress of all pupils carefully and discuss and evaluate with the class teachers pupils' progress, the effectiveness of any interventions and the targeting of new ones as appropriate. The school's focus on improving pupils' reading and writing skills is successful, particularly in reading. The introduction of group reading across the school has led pupils to make faster progress in reading and built their capacity as writers. The school knows its local community well, as do the governing body. It shows sensitivity in managing socio-economic issues and develops pupils' good cultural awareness through the international flavour of its work. The result is that the school is largely a very cohesive community. There have been no racist incidents.

The school is welcoming and has good relations with the large majority of parents and carers as reflected in the turnout of parents and carers of Reception children for their 'ugly duckling' assembly and parental management of, and attendance at, the Christmas Fayre.

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
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

Although there are year-on-year variations and children who are exceptions, attainment on entry to the Reception class is low, particularly in very early literacy and mathematical skills. Children make good progress but are still below the expected levels at the end of the Reception Year, especially in these key areas. Planning is themed and linked at an appropriate level to the work with other infant classes; it is detailed and ensures a good mix of activities across all areas of learning and provides appropriate support and challenge. Activities which reinforce learning are replicated in and out-of-doors; both are stimulating environments. Children progress very well in their social development; they are quick to learn routines, gain independent skills and show initiative. They play together cooperatively, take turns and behave well. Importantly, they develop good attitudes to

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

learning and show interest and enthusiasm in their work. There is a strong caring ethos and good teamwork amongst the adults who support children's welfare needs well and exploit fully the language opportunities in their questioning and talking to children. Assessment observations are used well to aid planning and to build a very thorough record of children's work and progress. However, the targets on the 'next steps' chart are not always precise enough. There is very good induction into the class; there are good links with pre-schools, most children are visited in their homes and staff make parents and carers welcome. The leadership makes good use of attainment data to identify strengths and weaknesses with the result that standards are improving. This is because the development of the outdoor area and the use of observation and assessment have all improved since the last inspection.

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

The large majority of parents and carers were happy with most aspects of the school. A few parents and carers felt that the school did not listen to their suggestions or concerns and did not agree that the school deals effectively with unacceptable behaviour. The governing body periodically surveys parents and carers to canvass their views and uses this information to identify improvements. The inspection judged pupils' behaviour as good and that staff have good behaviour management skills. The school acknowledges that there are occasional incidents. Prior to the inspection the school had scheduled a day in the new year for staff to review the school's behaviour policy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holt Community 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	62	23	37	0	0	1	2
The school keeps my child safe	27	43	31	49	2	3	1	2
My school informs me about my child's progress	25	40	31	49	5	8	1	2
My child is making enough progress at this school	24	38	32	51	5	8	1	2
The teaching is good at this school	22	35	36	57	3	5	1	2
The school helps me to support my child's learning	20	32	33	52	7	11	1	2
The school helps my child to have a healthy lifestyle	27	43	29	46	5	8	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)	19	30	37	59	2	3	1	2
The school meets my child's particular needs	23	37	32	51	6	10	1	2
The school deals effectively with unacceptable behaviour	19	30	32	51	9	14	2	3
The school takes account of my suggestions and concerns	23	37	27	43	9	14	1	2
The school is led and managed effectively	30	48	25	40	6	10	1	2
Overall, I am happy with my child's experience at this school	32	51	24	38	4	6	1	2

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



13 December 2010

Dear Pupils

Inspection of Holt Community Primary School, Norfolk, NR25 6SG

Thank you for making us so welcome in your school and for completing the questionnaire. Our particular thanks go to those pupils who gave up part of their lunchtime to talk to us. What you had to say was very helpful.

This is a good school. You make good progress and achieve well; standards by the end of Year 6 are similar to those seen in many schools and the school is helping you develop as young people well. The large majority of you enjoy school, think that you learn a lot in lessons, adults explain how to improve your work and you feel safe at school. Most of you behave well for most of the time. The school takes bullying seriously, reflected in the work of the anti-bullying week. You have a good understanding of what goes to make up a healthy lifestyle. Your attendance is satisfactory.

Adults care about you a great deal and keep a careful eye on how well you are doing. Teachers are skilled and the school provides you with a good range of interesting things to do. We asked the headteacher to work with staff to help you make even faster progress by: giving you more opportunities in lessons to contribute and show your initiative and to make sure that the work in all lessons is carefully targeted to your needs. Your writing skills are not as strong as your reading skills so we also asked the headteacher to work with staff in narrowing this gap.

The school has continued to improve since it was last inspected. It is not complacent and wants to improve further. You can help by: ensuring that you make every effort to attend and continuing to work hard.

Yours sincerely

Roderick Passant

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.