

Holme Hall Primary School

Inspection report

Unique Reference Number	112772
Local Authority	Derbyshire
Inspection number	357184
Inspection dates	15–16 March 2011
Reporting inspector	Richard Marsden

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	102
Appropriate authority	The governing body
Chair	Darren Hatton
Headteacher	Paul Husken
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed five teachers in eight lessons, spoke with parents and carers and held meetings with staff, pupils and the Chair of the Governing Body. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 49 parents and carers and 15 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is the rising trend of recent years in attainment in English and mathematics being maintained by current pupils?
- Is the quality of teaching now more consistent than at the last inspection and are pupils being adequately challenged?
- How effectively are subject leaders monitoring their subjects and raising standards?
- Is assessment being used effectively to show pupils how to improve?

Information about the school

The school is smaller than most primary schools. Most pupils are of White British heritage, with a very small minority from minority ethnic backgrounds, and none who are learning English as an additional language. The percentage of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is slightly above the national average. Pupils are taught in four mixed-age classes. In some classes, there is a large imbalance in the numbers of boys and girls.

The school has recently gained Healthy Schools Gold 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

The school provides a good standard of education for its pupils. From starting points which are below national expectations, pupils progress well so that by the time they leave, their standards are above those found nationally in English and mathematics. The rising trend of recent years is being maintained by present pupils. The school promotes pupils' personal and social development well. The Early Years Foundation Stage is good: children settle into routines quickly and make good progress from the outset. Parents and carers are very supportive of the school and hold it in high regard. Pupils' attendance rates are high.

The areas for improvement noted at the last inspection have been addressed very effectively. Teaching is now of consistently good quality. Pupils are challenged well, and more are now attaining standards above those expected for their age in writing and mathematics. Pupils now receive good quality feedback which gives them a clear indication of how to improve their work. Subject leaders monitor their areas very closely and fulfil their role well in improving provision and raising standards. The school monitors its work very effectively and has good capacity to improve further.

The curriculum is broad and balanced and provides a good range of out-of-school activities. Given the gender imbalance in some classes, teachers are careful to choose themes and topics which engage both boys' and girls' interest. Pupils themselves are not, however, consulted about the themes which interest them most. The Early Years Foundation Stage provides well for all areas of children's learning although the potential for outdoor learning is not exploited fully.

The headteacher has a clear view of the school's contribution to community cohesion locally and evaluates the work of the school in this regard. Other staff, however, are not involved in this process, and the school's contribution to community cohesion further afield is limited because there are no opportunities for pupils to have direct contact with children from contrasting communities in different parts of the United Kingdom or overseas.

Pupils are very well known as individuals and show confidence and maturity in their dealings with one another and with adults. They willingly take on responsibilities, and respond well when their views are sought. They respond well to teachers' suggestions on how to improve their work. They are less clear about how well they are doing in relation to national standards.

What does the school need to do to improve further?

- Accelerate pupils' progress in English and mathematics by referring more explicitly to National Curriculum levels in the feedback which is given to pupils, particularly in

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Key Stage 2, so that they and their parents and carers have a clearer idea of how well they are doing in relation to national standards.

- Improve the curriculum by:
 - giving pupils a greater influence in choosing themes and topics
 - extending opportunities for outdoor learning, especially in the Early Years Foundation Stage.
- Strengthen the school's contribution to community cohesion by:
 - involving all teachers in the monitoring and planning of this area of the school's work
 - giving pupils more opportunities to have direct contact with children from contrasting communities in the United Kingdom and abroad.

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

Pupils' attainment when they join the school is lower than expectations for their age. They progress well through the school and by the end of Year 6, reach standards which are above those found nationally. In some classes, there are imbalances in the numbers of boys and girls but the attainment of both genders is above average. Small cohort numbers mean that minor variations can affect statistics dramatically, giving the impression that one pupil group is progressing much more rapidly than another. However, inspectors found, on close scrutiny of present pupils' work, that there are no significant variations. In lessons during the inspection, all pupils made good progress because tasks engaged them well, were well matched to their needs, and kept them busy. Teachers used visual aids well to enliven their explanations, and pupils enjoyed having opportunities to discuss ideas with each other before starting to write. Pupils with special educational needs and/or disabilities are identified early and are well supported by classroom assistants within lessons or in individual work outside. The assistants plan well and give lots of encouragement to the pupils they support. As a result, these pupils master the basic skills and make similar progress to their peers.

Pupils' good behaviour at all times makes a major contribution to their learning. They respond well to the warmth, good humour and encouragement of adults, showing courtesy and respect to each other and to visitors. Pupils told inspectors how they feel safe in school. They understand about road and water safety, and older pupils understand about internet safety and the dangers of alcohol and drugs. They explain clearly how they stay fit and healthy through exercise, and eat the kinds of food which make for a healthy lifestyle. Pupils enjoy many opportunities to serve their school, for example helping in the office or library, receiving visitors and serving on the school council. In the local community, they have helped remodel an adventure park, are involved in a fair trade project, and perform at community events. In the international context they support various charitable projects and participate keenly in discussions with adult visitors from cultures whose customs and beliefs are unfamiliar to them. They enjoy events such as 'international week' which broaden their horizons and open them up to the diversity of modern society. Pupils are thoughtful and sensitive when given opportunities to reflect, in assembly, for example.

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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	2
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	2
Taking into account:	
Pupils' attendance ¹	1
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 observed during the inspection was consistently good. Classrooms are busy places. All classes contain a wide range of ages and abilities, but teachers plan well to ensure that work is well matched to pupils' needs. Topics engage pupils' interest well. Boys as well as girls, for instance, have opportunities to write about sport or space travel. This helps them to become engrossed in their learning and promotes good progress. Pupils often discuss ideas with partners and have many opportunities to work together in groups. They use information and communication technology regularly in their learning and thus become confident and proficient. Teaching assistants are well briefed and are proactive in supporting pupils. Their contribution ensures that pupils with special educational needs and/or disabilities progress well. The school's sophisticated monitoring system identifies rapidly any pupils who are falling behind so that teachers can support them and help them catch up.

Teachers give good ongoing feedback in lessons and they mark work conscientiously, showing pupils clearly how to improve. Because they do not refer consistently to National Curriculum levels, however, they do not give pupils a clear idea of how well they are doing in relation to pupils in other schools.

The curriculum provides for the development of core skills, including information and communication technology, across a range of subjects. Special theme weeks, such as 'international week' and 'healthy eating week', are greatly enjoyed by pupils. Participation

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in out-of-school activities, including clubs organised and run by pupils themselves, is good. Pupils enjoy, for example, gardening, photography and a film club as well as sport and music. During the inspection, some pupils were out of school interviewing a Russian cosmonaut. Pupils have the opportunity to take part in two residential visits. The school ensures that no pupils, including those known to be eligible for free school meals, are denied the chance to take part on financial or any other grounds.

Care, guidance and support are good. Pupils are known well as individuals and the promotion of their self-esteem is central to the school's work. Teachers ensure that children settle in well when they first join the Reception year, and older pupils told inspectors how well they feel the school prepares them to move on to secondary school. The school provides good support for any pupils who are at risk of failure. The 'Star Zone', for example, is valued as a place where they find support and guidance.

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?

The senior leaders have a sharp understanding of the school's strengths and areas for improvement. There has been marked improvement in areas identified at the last inspection, as well as in areas identified by the school's self review. Teaching is regularly monitored and staff are highly committed to making improvements for the benefit of the pupils. Staff have high expectations of themselves and work together well.

The governing body is well organised and supportive of the school, engaging well with parents and carers as well as pupils. Members of the governing body are well informed. They challenge the headteacher where necessary and hold him to account as they seek to secure the best for pupils. At the time of the inspection, all statutory requirements for the safeguarding of pupils were met. Record-keeping and monitoring are meticulous. Where monitoring reveals the need for improvements, these are addressed swiftly and efficiently. Safeguarding and safety have appropriate prominence across the curriculum for all pupils.

The school communicates well with parents and carers. It seeks and acts on their views and takes steps to ensure that they engage with the school for the benefit of their children. The school draws on a wide range of partners to enhance its provision. For example, teachers work with their counterparts from other schools to ensure that they have a common understanding of national standards, pupils enjoy sporting and other events with those from other schools, and a wide range of partners supports pupils and families who are facing challenging circumstances.

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In promoting equality of opportunity and tackling discrimination, teachers monitor the school's work rigorously to ensure that all pupils benefit equally from their time at the school. The headteacher understands the school's own context and its contribution to community cohesion locally and further afield. There are, however, no opportunities for pupils to have direct contact with children from contrasting communities in other parts of the United Kingdom or abroad, for example through email exchanges or visits.

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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join the Early Years Foundation Stage with knowledge and skills that are below those expected for their age, particularly in aspects of communication, language and literacy. They make good progress in all areas of learning so that by the end of the Reception Year, they are broadly in line with age-related expectations. Children learn to keep themselves healthy and safe. They behave well and respond well to the warmth and encouragement shown by adults. They organise themselves well and are happy to take on jobs such as tidying up.

Teachers make their expectations clear. Children in the Reception Year follow the good examples set by the Year 1 pupils in their class, and this develops their personal and social skills very well. Children say readily how much they enjoy school. The indoor accommodation is stimulating and well resourced to develop all areas of learning. Children use computers confidently and develop their physical skills well. There is a good balance between teacher-led activities and activities chosen by the children themselves, the latter helping children to develop independence and grow in confidence. Although the school has plans to develop the outdoor area, this area is currently under-used.

Checks on what children can already do when they arrive, and the ongoing monitoring of their progress, are meticulous and thorough. Teachers and other adults regularly observe

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and record children's learning, both formally and informally, so that they have a clear view of what children know, understand and can do. The Early Years Foundation Stage leader has a clear overview of strengths and areas for improvement.

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

Responses to the questionnaire show very high levels of satisfaction with all aspects of the school. A very small minority of parents and carers indicated that they did not feel that the school takes account of their suggestions and concerns. Inspectors looked at this area closely and found evidence of how the school is careful to consult parents and carers and act on their views.

Some parents and carers added comments of their own, praising aspects of the school. The following were typical: 'I feel the school is fantastic and my child is very happy. I have no complaints about anything.' 'I have nothing but praise for the staff and teachers; the school is going from strength to strength.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holme Hall 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	59	18	37	2	4	0	0
The school keeps my child safe	27	55	20	41	2	4	0	0
My school informs me about my child's progress	19	39	27	55	3	6	0	0
My child is making enough progress at this school	20	41	25	51	4	8	0	0
The teaching is good at this school	20	41	25	51	4	8	0	0
The school helps me to support my child's learning	24	49	22	45	3	6	0	0
The school helps my child to have a healthy lifestyle	29	59	20	41	0	0	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)	26	53	17	35	3	6	1	2
The school meets my child's particular needs	23	47	23	47	3	6	0	0
The school deals effectively with unacceptable behaviour	16	33	27	55	3	6	3	6
The school takes account of my suggestions and concerns	21	43	22	45	5	10	1	2
The school is led and managed effectively	22	45	22	45	4	8	1	2
Overall, I am happy with my child's experience at this school	24	49	21	43	4	8	0	0

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



17 March 2011

Dear Pupils

Inspection of Holme Hall Primary School, Chesterfield, S40 4RL

I would like to say a big 'thank you' to everyone for the lovely warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found.

You make good progress, and by the end of Year 6 the standard of your work is higher than the standard of work of pupils in most other schools both in English and mathematics.

Your attendance is very good. It is better than attendance in other schools.

Your teachers work hard to plan interesting lessons. They keep you busy in lessons, and this helps you to make good progress.

Your behaviour is also good. You get on well with one another and with adults in your school. This also helps you to learn effectively.

Teachers involve your parents and carers in your learning. Your parents and carers are very pleased with your school.

You enjoy lots of out-of-school activities, and you like having the opportunity to take on responsibilities in your school and community.

We have suggested to your teachers that they should give you a clearer idea of how well you are doing in relation to pupils in other schools. We have suggested that they improve the outdoor area for the Reception children, and give you more opportunities to decide on the themes and topics you want to study. We have also suggested that they should provide opportunities for you to have more contact with children in other parts of the United Kingdom or abroad.

It was really good to visit your school. You can all play your part in improving it by continuing to behave well and always trying your best.

Yours sincerely

Richard Marsden

Lead inspector

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