

Holbrook C of E Primary School

Inspection report

Unique Reference Number	112874
Local Authority	Derbyshire
Inspection number	378590
Inspection dates	8–9 December 2011
Reporting inspector	Gillian Salter-Smith

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	144
Appropriate authority	The governing body
Chair	Peter Carpenter
Headteacher	Andrew Davies
Date of previous school inspection	21 November 2006
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed eight lessons and seven teachers were seen. Meetings were held with staff, groups of pupils, members of the governing body and a community leader. Inspectors observed the school's work, and the documentation scrutinised included: the school's self-evaluation; the school improvement plan; analysis of data on pupils' progress and attainment; the most recent local authority school adviser's report; samples of pupils' work; and policies relating to safeguarding, child protection and community cohesion. The inspection team examined staff and pupil questionnaire responses, as well as 87 questionnaires returned by parents and carers.

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

- How good is progress, especially for boys in writing, and for pupils with special educational needs and/or disabilities?
- Has the overall effectiveness of provision in the Early Years Foundation Stage improved since the previous inspection?
- Does teaching provide sufficient challenge for more-able pupils?
- How useful are pupils' targets and teachers' marking in supporting pupils' progress?

Information about the school

The school is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below average. Almost all pupils are of White British heritage and there are no pupils who speak English as an additional language. The school is currently undergoing a building programme for a new school hall and kitchen.

Awards gained by the school include the Basic Skills Quality Mark, Healthy School, Eco-School and Anti-Bullying Commitment, a local authority 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

Holbrook C of E is a good school. Pupils thoroughly enjoy school and this is reflected in their high attendance. They are very proud of their school and make an outstanding contribution to the school and the local and wider communities. Parents and carers are very supportive of the school's work. The school engages them exceptionally well in supporting their children's learning as is seen in the support that parent and carers give to pupils' homework projects.

Pupils' achievement is good. Learning and progress are good throughout the school, and by Year 6 attainment is above average in both mathematics and English. Good teaching, which is occasionally outstanding, develops pupils' confidence so that they develop skills as independent learners. Pupils' good behaviour and positive attitudes support their good achievement.

Self-evaluation is largely accurate and helps to identify the right priorities in the school improvement plan. The school is continually improving and is ambitious for pupils, setting challenging targets for both pupils and staff. The school strives to improve the quality of teaching and the curriculum and is keen to provide pupils with more lessons where teaching, learning and progress are outstanding. Recent improvements in the use of targets and teachers' marking and the development of a more relevant and exciting curriculum all contribute to pupils' good achievement.

The school has maintained above average attainment and good achievement since the previous inspection and demonstrates a good capacity to improve further. Areas identified for improvement at the last inspection have been tackled robustly. For example, the effectiveness of Early Years Foundation Stage has improved and outcomes for pupils are now good. Nevertheless, some aspects of provision relating to the storage of resources, the use of the outdoor area and approaches to teaching letters and sounds require further improvement.

Pupils are safe and secure in school and have trust in the adults who care for them. Arrangements for safeguarding and child protection meet current requirements. However, the governing body's systems to monitor and evaluate the effectiveness of policies and practices are not always rigorous enough to identify areas in need of development.

What does the school need to do to improve further?

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- Improve the quality of teaching and the rate of learning and progress so that in a greater proportion of lessons they are outstanding by:
 - using teaching assistants more effectively during all parts of lessons so that a good pace of learning is maintained throughout
 - finding ways to improve the quality of presentation, handwriting and spelling, especially for some older pupils
 - providing more opportunities for pupils to respond to teachers' marking.
- Improve further the quality of provision for children in the Reception class by:
 - organising resources and storage more efficiently in order to make better use of the indoor space available
 - ensuring that learning and play planned for outdoors reflects more closely the learning intentions planned for indoors
 - ensuring greater accuracy in the enunciation of sounds and greater use of multi-sensory activities during the letters and sounds programme.
- Improve the rigour with which the governing body monitors and evaluates policies and procedures for safeguarding to ensure that any areas in need of development are recognised.

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

Pupils are enthusiastic learners. They take part confidently in well-structured opportunities to talk about their work. In an outstanding Key Stage 2 lesson, pupils took part in an exceptionally well-managed debate on the proposal 'This class believes that Christmas is too commercial.' Pupils put forward their views in an articulate, rational and mature manner. Their arguments reflected great depth of thought in considering the meaning of Christmas. Pupils enjoy working independently and have shown great commitment to homework when they work alongside their families on projects of their choice relating to the class curriculum-theme. Work in pupils' books shows good progress overall but the quality of presentation, handwriting and spelling is less consistent, especially for some older pupils.

The skills and development of children when they start school in Reception is broadly typical for their age but is sometimes weaker in communication, language and literacy skills. There are variations from year to year and a broad spread of abilities is included in each cohort of children. Pupils' progress is good throughout the school and results of national tests show that, by Year 6, attainment is consistently above average. There is no significant pattern to differences between boys and girls overall achievement, including in writing. Pupils joining the school mid-key stage make good progress, often catching up on underperformance. Pupils with special educational needs and/or disabilities make similar progress to their peers.

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Pupils know how to keep themselves safe in a range of situations, including when using modern technology. Pupils understand the importance of a healthy diet and regular exercise. They enjoy taking part in the early morning 'Wake and Shake' activities. Pupils take on increasing levels of responsibility throughout their time in school. Older pupils demonstrate outstanding maturity and responsibility in their roles as play leaders and lunchtime helpers. The school council has been part of the interview process for new staff; they organise a great deal of fundraising activity for a wide range of charities. Pupils are held in high regard within the local community; many are involved in environmental projects and many have helped older people to learn to use computers. Pupils develop into mature and responsible young people. They use their basic skills in a range of different contexts across the curriculum which prepares them well for the next stage of their education.

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	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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils enjoy lessons and say teachers make them fun and challenging. In a Key Stage 2 lesson, pupils worked very well in teams to identify verbs, adverbs, adjectives and nouns; the element of competition added to the fun and challenge. Teachers match tasks well to pupils' different abilities and focus on pupils at risk of underperforming. Teachers have good subject knowledge so that questioning deepens pupils' understanding. Lessons include relevant and varied activities that pupils find interesting and the pace of learning is usually good. Occasionally, too long is spent explaining tasks to different groups so the pace of learning slows; opportunities are missed to use teaching assistants to carry out this role.

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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Nevertheless, skilled teaching assistants are usually well deployed and provide well-targeted support for lower-ability pupils and those with special educational needs and/or disabilities.

Pupils constantly refer to their targets which help them to know what they need to do to improve. Teachers' marking is helpful, giving supportive feedback to pupils and setting out clearly the next steps in learning. Not all pupils have the opportunity to respond to their teacher's comments, make corrections or adjust their work.

The curriculum is well planned to ensure good progression in teaching basic skills. Opportunities for pupils to use these skills within the context of curriculum themes that are meaningful have developed well this year. As a result, pupils are better motivated and have more opportunities to practise and improve, for example, their writing skills. The school works well in partnership with other schools and the community to enhance the good range of extra-curricular activities that supports pupils' good personal development.

The school provides a welcoming environment for pupils. Pupils feel well cared for and parents and carers appreciate the good care and support the school provides. Staff know pupils and their families very well and relationships between staff and pupils are positive and supportive. Case studies show that pupils whose circumstances may make them more vulnerable are well supported; they are happy in school and take a full part in school life. The school works in good partnership with local agencies to provide well-focused support. Good attention is paid to maintaining high levels of attendance and additional holidays taken in term time are discouraged.

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 staff work well as a team towards shared aims. Rigorous monitoring and evaluation of pupils' progress and of the quality of provision informs priorities for improvement. Staff and leaders are held closely to account for pupils' progress through regular review and performance management. Professional development is well focused on school priorities and staff are increasingly confident in sharing best practice.

Members of the governing body bring a good range of expertise to their role. A number are regular visitors to the school and relationships with staff are positive.

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They hold senior leaders closely to account for pupils' academic performance. The governing body fulfils its duty to ensure that pupils and staff are safe. Checks on adults who work with children are rigorous. Staff and appropriate members of the governing body have received suitable training for child protection. Although there are systems in place to monitor and review policies and procedures, these are not always rigorous enough to identify areas in need of development, for example, the detail required for robust risk assessment.

Regular text messaging, the accessible school website and highly-informative newsletters promote excellent communication between the school and parents and carers. Staff are readily available to speak to parents and carers at the start and end of each school day. Parents and carers are consulted about school decisions, for example, on the planning for the new school hall and kitchen. Their attendance at progress reviews is most often 100 per cent.

The school promotes equality of opportunity and tackles discrimination well. Differences between groups of pupils are identified quickly and each individual at risk of falling behind receives the support needed to catch up. More-able pupils are catered for well, with highly challenging targets set for them and additional activities organised in partnership with other schools. The school is a cohesive community and there have been no racist incidents in recent years. Good links are established with different groups within the local community. The curriculum and links with a school in India, for example, help pupils gain an understanding of people in different communities globally. The school is in the process of developing links with other schools in the United Kingdom to better reflect the diversity of communities nationally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding a mbition 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	3
The effectiveness of the school's engagement with parents and carers	1
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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

The effectiveness of provision in the Early Years Foundation Stage has improved since the previous inspection. Children settle into the Reception class quickly because of the very good preparation for transition from the local pre-school and the very effective involvement of parents and carers. Children make good progress from their starting points. Most reach at least the levels of development typical for their age with a higher than average proportion reaching the higher levels.

Children enjoy playing, exploring and learning happily together. They behave well, follow day-to-day routines willingly and most talk to adults and each other confidently. There is a good balance between activities that children choose for themselves and those led by adults. The indoor area gives opportunities to develop in all areas of learning, with a good emphasis on developing early reading and writing. However, the storage of resources is not well organised, restricting the indoor space available. Although outdoor activities are frequent, stimulating and include all the areas of learning, they are not always well focused on the learning intentions planned for indoors.

Staff are very skilled in developing children's ideas through questioning and talk. Parents and carers are closely involved in supporting their children's daily reading. A daily programme of learning letters and their sounds, alongside many opportunities to read, write and talk, supports the good development of early reading and writing. Children are learning a programme of signage, a way of communicating using physical actions, which they use well when singing Christmas carols, but this approach is not utilised to full effect when learning letters and sounds. On occasions, individual sounds are not pronounced accurately enough. Staff know the children very well, so that individual needs are taken into account. As a result, outcomes are equally good for all pupils, including those with special educational needs and/or disabilities. Adults work well as a team and know the children and their families well. Priorities are identified clearly, and an action plan and relevant professional development are driving 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

An above average proportion of parents and carers returned the questionnaires. They are highly supportive of the school overall. In written comments, parents and

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carers praised the good teaching; the care and support staff provide for their children; very good systems of communication between school and parents and carers; and the way children are prepared for, and settled into, the Reception class. They appreciate how much their children enjoy school. A small number of parents and carers raised specific concerns. These were looked into by the inspection team and the findings are included in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holbrook 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	77	20	23	0	0	0	0
The school keeps my child safe	62	71	22	25	3	3	0	0
The school informs me about my child's progress	45	52	42	48	0	0	0	0
My child is making enough progress at this school	49	56	36	41	1	1	0	0
The teaching is good at this school	56	64	29	33	0	0	0	0
The school helps me to support my child's learning	49	58	35	41	1	1	0	0
The school helps my child to have a healthy lifestyle	51	59	34	39	2	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)	44	51	38	44	0	0	0	0
The school meets my child's particular needs	54	62	31	36	1	1	0	0
The school deals effectively with unacceptable behaviour	43	50	37	43	4	5	0	0
The school takes account of my suggestions and concerns	38	44	40	47	2	2	0	0
The school is led and managed effectively	49	57	31	36	3	3	0	0
Overall, I am happy with my child's experience at this school	59	68	28	32	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



12 December 2011

Dear Pupils

Inspection of Holbrook C of E Primary School, Belper, DE56 0TW

Thank you for making the inspectors so welcome when we visited your school. I enjoyed meeting and talking to many of you and seeing you all hard at work in lessons. Holbrook is a good school. You make good progress and achieve well because your attendance is high and you are well taught. It was good to hear how much you enjoy learning and how much you appreciate the help that teachers give you. I especially enjoyed the excellent debate carried out by Year 6 pupils on the proposal that 'This class believes that Christmas is too commercial.' Your comments were very well considered and you showed great maturity in following the clear protocols for debate, 'Westminster style'.

You behave well and feel safe and secure because the staff know you and your families well and they take good care of you. The contribution you make to your school and the wider community is outstanding. You show great maturity when you take on responsibilities, such as play leaders. You are exceptionally well regarded in the local community because you take such a great part in many village activities. The older people in the village especially appreciated the help pupils gave them when they came to the school to learn how to use computers. Your school works exceptionally well with your parents and carers to help you to do your best.

School leaders and the governing body are always looking for ways to improve the school. I have asked them to make a few improvements to help you to achieve even more. These are:

- improve teaching, learning and progress further so that they are outstanding in more lessons
- improve the experiences of the youngest children in the Reception class
- make sure that the governing body regularly checks what the leaders and staff do to keep everybody healthy and safe in school.

Keep up your high attendance and enjoy the challenge in lessons and in your homework projects. I hope that you continue to get the most out of all that the school has to offer.

Yours sincerely

Gillian Salter-Smith
Lead inspector

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