

# Holsworthy Church of England Primary School

Sanders Lane, Holsworthy EX22 6HD

**Inspection dates** 28–29 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- All groups of pupils achieve well in all years. Since the last inspection, leaders have accelerated the rates of progress for all groups of pupils. Progress in all subjects and key stages is now good.
- Leaders and managers have been effective in improving the quality of teaching, which is now good in all key stages.
- Pupils behave well. Where behaviour incidents do occur, they are well managed by staff.
- Good vision from the new headteacher and good leadership at all levels have galvanised staff and accelerated improvement.
- Experienced governors support and challenge the school well. They have a clear view of the school's priorities and have provided good advice and support through the recent change of headteacher.
- Good quality care is given to pupils, and the quality of the support that pupils receive was commented upon favourably by both parents and pupils. Pupils enjoy school and feel safe. Attendance has improved as a result.

### It is not yet an outstanding school because

- Progress is not yet outstanding in enough lessons. In some lessons, teachers talk for too long and pupils do not get enough opportunities to learn and work by themselves and so make more rapid progress.
- The outdoor environment does not provide as stimulating an environment for learning as does the indoor environment for all pupils.

## Information about this inspection

- This inspection was carried out by three additional inspectors, who visited 18 lessons and observed 14 teachers. Two of the lessons were joint observations with the headteacher or with other senior leaders. In addition, the inspectors made a number of other short visits to lessons and to small-group activities.
- Meetings were held with two groups of pupils, representatives from the governing body and with leaders, teachers and learning support assistants. A number of meetings were held with the headteacher and the senior leadership team. A telephone conversation was held with a representative from the local authority.
- The inspectors took account of 21 responses to the on-line questionnaire (Parent View) in planning the inspection. They also talked to 23 parents during the inspection who, between them, had 32 children attending the school.
- The inspectors listened to pupils reading and analysed work in pupils' books.
- The inspectors observed the work of the school and looked at documentation including the school development plan, records of pupils' progress, 24 staff questionnaires, teacher observation records, local authority monitoring reports, information regarding attendance and documents relating to safeguarding and performance management.

## Inspection team

Paul Garvey, Lead inspector	Additional Inspector
Sandra Woodman	Additional Inspector
Linda Rafferty	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who are disabled and those who have special educational needs at school action and at school action plus, or who have a statement of special educational needs, is above average.
- The proportion of pupils who join the school other than at the usual times is above average and is increasing.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The school offers no alternative provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher joined the school in September 2012.

### What does the school need to do to improve further?

- Improve the quality of teaching so that more lessons are outstanding by:
  - ensuring teachers talk less in lessons so pupils have more time to work by themselves.
- Improve the outdoor environment by:
  - providing a more stimulating environment for learning in all subjects and in all key stages
  - ensuring all pupils have a chance to use the natural environment around the school more effectively to improve their numeracy and literacy skills.

## Inspection judgements

### The achievement of pupils is good

- Achievement has improved due to good teaching and good leadership and management which have increased the rates of progress in all key stages and in all years since the last inspection. Good progress was seen in the vast majority of lessons observed.
- Pupils' progress is faster than expected for all groups of pupils and this has led to attainment being average in mathematics in the current Year 6 and above average in English. The skills on entry of children who join the school in Reception have declined since the last inspection and are now below expectations for their age and are lowest in literacy.
- Pupils who are disabled, those who have special educational needs and those known to be eligible for the pupil premium progress at least at the same rates as their peers and, in some cases, more quickly. The difference between the attainment of both these groups of pupils and their classmates is narrowing. All pupils have equal opportunities to succeed.
- The attainment of pupils who join the school at times other than the usual times is often lower than the attainment of other pupils in the same class. However, the school supports these pupils well and, as a result, they make progress similar to that of their classmates.
- Attainment in reading has shown good improvement. Younger pupils apply their learning well in lessons about sounds and letters. Pupils read widely and with confidence in all years. In a lesson where pupils in Year 4 were reviewing characters from a book, the pupils' response to the book they had read contributed extremely well to their understanding of grammar.

### The quality of teaching is good

- The quality of teaching has improved due to the good systems of checks undertaken by leaders, who give detailed and useful feedback to staff. There is a willingness to learn amongst all adults at all levels, which has driven this improvement in the quality of teaching and this has led to increasingly rapid rates of progress. Both parents and pupils commented that teaching was good in the school.
- In the best lessons, progress is excellent. For example, in a sounds and letters lesson in Year 1, pupils quickly moved on from practising letter sounds to working with partners. They then helped each other to write sentences containing those sounds, which were carefully sounded to them by their teacher. Pupils collaborated impressively well and the level of challenge for all abilities was high. Effective checking and prompting by the teacher allowed pupils to make first-class progress.
- Progress is not yet outstanding in enough lessons, however, and in a number of lessons, teachers talked for too long. As a consequence, pupils did not move on quickly enough to working on their own and thus progress was slower.
- Good assessment procedures allow appropriate and challenging targets to be set. Pupils were very clear about the levels at which they were working and detailed marking gives pupils clear points for improvement, to which they readily respond.
- Good levels of care are provided by all adults. Parents whose pupils have particular needs were especially complimentary about the school's work, and both good teaching and good support by teaching assistants help pupils who are disabled and those who have special educational needs to progress well and in some cases, extremely well.
- Pupils said that they enjoy the range of extra-curricular activities available to them and especially the trips that they go on. Year 6 pupils were especially looking forward to an upcoming residential trip to Okehampton. Pupils said they enjoyed the excellent learning that took place during recent science and arts weeks.
- The number of pupils known to be eligible for the pupil premium has increased rapidly recently. These pupils progress particularly well, due to a range of effective measures from which they benefit. For example, pupil premium funding has been used to reduce class sizes and provide

teaching assistants in every class. This gives staff more opportunities to support individual pupils, including those pupils known to be eligible for the pupil premium.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons and around school is good. There have been no exclusions since 2010 and the school's checks on behaviour through lesson observation shows that behaviour has been consistently good over this time.
- When behaviour incidents do occur, staff react quickly to mend relationships and restore friendships. Pupil 'peer mediators' help to solve minor disputes in the playground. Pupils also act as play leaders and such responsibilities encourage the development of good social and moral education.
- Pupils say they feel safe in the school at almost all times and almost all parents who replied to the online questionnaire said the school keeps pupils safe. However, both pupils and parents referred to recent incidents of bullying and poorer behaviour. Inspectors followed up this concern and the school is aware of a particular difficulty and says it will continue to work with parents and pupils to solve the problem. Inspectors were satisfied that the school has demonstrated that it has both the skills and resources to do this effectively.
- The emotional safety of pupils whose circumstances may mean that they are vulnerable is very well provided for, and staff extend exceptional care and patience to both very young and older pupils with particular needs. This is mirrored by pupils who were seen to extend the same care to their classmates with specific physical needs.
- Every parent who filled in the online questionnaire and all the parents with whom inspectors spoke said that their children were happy at the school. As a result, pupils enjoy coming to school and attendance has improved rapidly and is currently above average.

### **The leadership and management** are good

- Under the good leadership and excellent vision of the new headteacher, the school has continued on its path of improvement since the last inspection. The headteacher is ably supported by a talented deputy headteacher and effective leaders at all levels.
- Responses to the staff questionnaire showed that staff enjoy working at the school and are proud to be a member of the staff team. Staff are keen to improve further and this has been demonstrated in the continuing improvement in the quality of teaching.
- Leaders make thorough checks on the quality of teaching and use the information gained to improve the school and to accelerate the progress of pupils. Where less confident teaching is found, steps are taken immediately to work with the members of staff on ways to improve their teaching. As a result, pupils' progress is swift and achievement is good.
- The school has developed effective relations with parents and, as a result, almost all parents feel they can approach staff to discuss any problems. Parents were observed being warmly welcomed into the Early Years Foundation Stage at the start of the day, where they were encouraged to join in with their child's first activities. An opportunity was thus created for talk and this led to parents, pupils and staff sharing a happy start to the day.
- The pupils' spiritual and cultural education is addressed well. For example, in a thought-provoking assembly, pupils reflected upon what qualities made a 'good' person. In addition, displays of excellent artwork around school show that pupils have been encouraged to learn about the festivals celebrated by other religions and cultures. There is a strong relationship with the local church and the vicar led worship with older pupils in school during the inspection.
- The curriculum provides memorable experiences, as it is enhanced by a range of special activities and subject weeks. However, the outdoor environment does not provide the same level

of stimulation as the vibrant indoor environment and it is not used sufficiently well in providing opportunities for pupils to extend their skills in literacy and numeracy.

■ **The governance of the school:**

- The governing body is experienced and knowledgeable and undertakes suitable training opportunities. It has provided good support to the school through the period of a change of headteacher. The governing body is increasingly able to challenge the school through its improving knowledge of the school's data, good knowledge of the strengths and weaknesses in the quality of teaching and a secure grasp of finances. Governors are well aware of how the pupil premium money is spent and have good knowledge of issues related to salaries and promotion. As such, they are able to describe in which areas, and by how much, these systems have improved under the leadership of the new headteacher.
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## 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

<b>Unique reference number</b>	113379
<b>Local authority</b>	Devon
<b>Inspection number</b>	401364

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	301
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Chouffot
<b>Headteacher</b>	Christiaan Stirling
<b>Date of previous school inspection</b>	30 June–1 July 2010
<b>Telephone number</b>	01409 253700
<b>Fax number</b>	01409 254662
<b>Email address</b>	admin@holsworthy-primary.devon.sch.uk

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