

# Holme CofE Primary School

Church Street, Holme, Peterborough, PE7 3PB

**Inspection dates** 24–25 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Overall, pupils make good progress; the strongest progress is in Years 1 to 4.
- Teaching is almost always good; some is outstanding.
- Pupils' behaviour is good, and they enjoy attending the school.
- Adult-pupil relationships are good, and pupils have a strong respect for each other.
- Pupils feel safe in school and have a good awareness of different forms of risk, including when using computers.
- Leaders and governors make sure that achievement and teaching are at least good.
- The governing body has managed recent building improvement projects well and has a good grasp of the school's finances.

### It is not yet an outstanding school because

- While teaching is generally good, not enough is outstanding, particularly in Years 5 and 6.
- Across all age groups, the rate of progress made by more-able pupils is not always as fast as that made by other groups in the school.
- Progress in mathematics is not as rapid as that made in English in Key Stage 2.
- Not every pupil is clear about their next steps in learning or how to improve their work.
- Governors and subject leaders do not make sufficient use of information that shows how much progress different groups are making.

## Information about this inspection

- The inspector observed teaching and learning in 12 lessons taught by five teachers. In addition, the inspector made other visits to classes, looked at pupils' books, listened to pupils of different ages read and examined display work.
- The headteacher was absent during the two-day period of the inspection due to unavoidable circumstances. The substantive deputy headteacher assumed the role of headteacher throughout.
- Meetings were held with pupils, the Chair of the Governing Body, senior and middle leaders and the local authority.
- The inspector took account of 29 responses to the online questionnaire for parents (Parent View), reviewed emails and telephone calls made to Ofsted during the inspection regarding the school, and met with parents onsite.
- The inspector observed the school's work and looked at a number of documents, including: the school's own data on pupils' progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Andrew Read, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportions of disabled pupils and those who have special educational needs supported through school action, and those supported through school action plus or with a statement of special educational needs are above average.
- A below-average proportion of pupils are known to be eligible for the pupil premium, the additional government funding for pupils entitled to free school meals, for children in public care and for pupils with a parent in the armed forces.
- The school teaches seven year groups in four classes' all pupils in Key Stages 1 and 2 are taught in mixed-age classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are educated onsite. There is no alternative provision elsewhere.

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

- Increase the amount of outstanding teaching, particularly in Years 5 and 6, by:
  - making sure that teaching always helps higher-ability pupils to maintain good or better progress in English and mathematics
  - checking that every learner knows how to improve their work and understands their next steps in learning.
- Increase the capacity of governors and subject leaders to check the school's performance by making better use of data that show the rate of progress that different groups of pupils make, so that early action can be taken to remedy any slowing in rates of progress.

## Inspection judgements

### The achievement of pupils is good

- Over the last five years, the attainment of pupils leaving the school has generally been above average in English and mathematics, although mathematics dipped in 2012 to below average.
- The majority of children enter the school at an expected level of development. In recent times, the proportion of children entering below expected levels of development has increased. Children generally make good progress, however. Those children who learn at a slower pace complete Reception with slightly lower levels of attainment in early letter formation and number work.
- By the end of Key Stage 1, almost all pupils have average or above average skills in reading, writing and mathematics. The progress made by the majority of pupils is, therefore, good or better.
- Over time, progress in reading, writing and mathematics is good in Key Stage 2. However, this progress is not consistent across year groups or subjects. For example, pupils make faster progress in English and mathematics in Years 3 and 4, and progress in mathematics in Years 5 and 6 is weaker than in English.
- More able pupils do not always make as good progress in Key Stage 2, when compared to other pupils. For example, some of the work given to higher-ability pupils in Year 6 is too low for their ability level, thus slowing down the fast rate of progress that they might otherwise make.
- The school's own assessment data show that the average points scores of pupils eligible for free school meals is lower than that of other pupils in the school and all other pupils nationally. However, over time, the gaps in performance between those eligible for the pupil premium and other pupils, are closing rapidly.
- Disabled pupils and those with special educational needs make a strong start in Reception. They maintain consistently good rates of progress across both key stages, particularly when learning in small groups or receiving individual tuition in the Nurture Room. Those with complex medical or accessibility needs make particularly good progress, due to good specialist provision.

### The quality of teaching is good

- Teaching in Reception is consistently good. In Key Stages 1 and 2 it is also good, and some is outstanding. The strongest teaching is in Years 3 and 4.
- In Reception, teaching is well planned around the needs of the children, and delivered in a new and well-resourced classroom. Those with a below-expected level of development are particularly well catered for through individualised provision in a Nurture Room. The teaching of early reading and number skills is good. Teachers make regular assessments through ongoing observation and more formal activities.
- Where teaching is outstanding in Key Stages 1 and 2, it invariably caters for the needs of a wide variety of learning needs within a class. For example, those that are older and also of a high ability receive as much challenge as the youngest or least able. This occurs most frequently in

Years 1 to 4.

- Where teaching is not better than good, it is because it is less well adapted to the learning needs of the more-able pupils in Key Stage 2. For example, in mathematics limited use is made of more challenging activities involving real-life problems that stretch the most able. Similarly, more challenging texts are under-exploited in English.
- Books are marked regularly, and assessments are accurate. External agencies are invited into school to check that teachers' assessments match those made by other schools nationally. While all work is corrected, teachers do not always provide information that tells pupils how to improve their work, and poor presentation too often goes unchallenged.
- Support staff are well deployed. Their teaching is invariably good, and particularly effective in supporting pupils with additional needs. As a consequence, lower-ability pupils, and those with additional educational needs make good progress.
- Pupils eligible for the pupil premium receive additional targeted support from teachers and support staff, so that their progress can be improved. The funding also gives them extra learning resources to extend learning opportunities. The effectiveness of such provision has recently been improved, as a result of changes in the way that pupils' needs are recorded and planned for.
- Teaching contributes to good provision for pupils' spiritual, moral, social and cultural development across all year groups. Pupils actively participate in extended learning opportunities through very strong links with the church, and assemblies are invariably of high quality, and are run or supported by the pupils themselves. Recent projects, such as a study of the countries participating in the Olympics, have further developed awareness of other cultures.

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

- Pupils enjoy coming to school, and attendance is consistently above average. Lessons start and finish on time as a result of punctual pupils and staff.
- Behaviour in lessons is mostly good. There is very occasional low-level disruption when pupils are not given enough challenge in their work; however, in general, pupils are keen to learn, and work well together.
- Pupils receive good-quality pastoral care from the school. For example, pupils receive individual support in a well-resourced and calming 'Nurture Room'.
- Pupils at risk of harm are quickly identified and supported. An effective multi-agency approach is adopted when seeking to meet the complex needs of vulnerable pupils. Pupils say that they feel safe in school, and are confident that should any concerns be raised by them, staff would respond quickly and issues would be addressed.
- Pupils are appropriately risk aware, and confidently manage and discuss their own and others' safety. From Year 2, pupils also have a good awareness of internet safety, and talk articulately about how to stay safe when using technology.
- The management of behaviour outside of lessons is not always consistent across the school. For example, parents and pupils feel that not all staff have the same high expectations of behaviour

at playtimes.

- The care and support of pupils with complex physical and medical needs is good, and the provision of specialist equipment is well managed. Such pupils are included fully in all aspects of school life.

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

- The headteacher is a well-respected role model within the school, and along with the two deputy headteachers, has the confidence of staff, parents and pupils.
- There are processes in place that ensure that teachers' pay and promotion within the school are closely linked to good outcomes for pupils. Lesson observations are frequent, and the school engages an external agency to provide critical feedback on its own self-evaluation.
- Subject leadership is good in English, mathematics and science. Subject leaders have good understanding of their areas of responsibility and provide good professional development for other staff. However, not enough time is given to identifying and resolving reasons why the progress made by some groups of pupils is slower than others.
- The leadership of early years and the coordination of special educational needs are strong, resulting in good provision. Planning is individualised to meet the particular needs of each pupil and a close check is kept on their progress. Support staff are well deployed.
- The local authority checks the school's self-evaluation documentation, and has confidence in its accuracy. As the local authority judges the school to be doing well, it has not felt it necessary to provide much support.
- Safeguarding arrangements comply with regulations. Leaders and managers ensure that all staff recruited are checked for their suitability to work with children. They identify and respond well to concerns regarding children's welfare.
- Pupils benefit from a wide range of taught and extra-curricular activities. The curriculum is well matched to the needs of pupils, a fact appreciated by learners. For example, pupils said that they enjoy individual and group music tuition.
- **The governance of the school:**
  - Governors have been effective in developing the learning environment. For example, the new hall, library and Reception class demonstrate good management of school resources. Committees and areas of responsibility are appropriately linked to development priorities. However, governors do not use detailed enough information to check the progress that particular groups of pupils are making, and rely too heavily on whole-school headline figures. For example, while governors are well aware of how the additional pupil premium is being spent, they are not fully conversant with the precise levels of attainment reached by the pupils who benefit. Nevertheless, governors do ensure that teachers' pay and promotion are systematically linked to their performance in helping pupils to achieve well and attain above-average standards.

## 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>	110816
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	403131

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Teresa Green
<b>Headteacher</b>	Jo Walker
<b>Date of previous school inspection</b>	16 January 2008
<b>Telephone number</b>	01487 830342
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