

Holme Hall Primary School

Taddington Road, Chesterfield, S40 4RL

Inspection dates 12–13 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards at the end of Year 6 have been inconsistent since the last inspection. In 2013 they fell and were below average. Standards at the end of Year 2 have declined over the past three years.
- For two of the last three years the progress made by pupils was significantly below average. Teaching has not been sufficiently strong to build on the pupils' skills and understanding when they start school.
- The progress made in mathematics is slower than in reading and writing. Pupils do not have enough opportunities to use their mathematical skills in other subjects.
- Teaching requires improvement because not enough has been of a good or better quality to ensure that pupils make rapid progress.
- In some lessons teachers do not check the success of their teaching regularly enough. At times, pupils lose some interest in their learning when the teachers' interactions with them lack pace.
- Although there is now more good and better practice in the school, not enough is done to help teachers learn from each other.
- Some senior leaders have not had sufficient training to develop their role in improving teaching.

The school has the following strengths

- Progress is now faster. Pupils in Year 6 are on track to achieve better results.
- Pupils have maintained their positive attitudes towards school and learning since the last inspection. Behaviour is good.
- Much of the current teaching observed in the school is good and is supporting pupils' learning well.
- The governing body provides the school with good, effective leadership. Governors support and challenge the school, and use data well to hold the school to account.
- The work in the 'Star Zone' through positive play activities is very effective in supporting pupils' emotional and social needs.

Information about this inspection

- The inspector observed teaching in 11 lessons. A number of these were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, governors, pupils, staff and parents.
- Samples of pupils' work were examined. Some pupils read books with the inspector.
- The inspector took account of the 33 responses to the online survey, Parent View.
- The inspector looked at a range of documents, including data on pupils' progress and attainment produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

Inspection team

Geof Timms, Lead inspector

Additional Inspector

Full report

Information about this school

- Holme Hall Primary School is a smaller than the average-sized primary school.
- Since the last inspection a new senior teacher has been appointed and the leadership team has been restructured.
- More pupils join or leave the school at times other than is usual and the school roll is expanding.
- The school has a below-average-proportion of pupils from minority ethnic backgrounds. Currently none speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- An above-average proportion of pupils are supported by the pupil premium which, in this school, provides additional funding for pupils who are known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a Children's Centre on the school site. This is inspected and reported on separately.

What does the school need to do to improve further?

- Make more of the teaching consistently good or better by:
 - ensuring teachers check the success of pupils' learning during lessons so they can adapt their teaching if necessary
 - making lessons lively and active enough to keep all pupils fully involved
 - using existing expertise within and beyond the school to improve practice.
- Raise standards in mathematics by:
 - implementing in full the recently introduced calculation policy so that all staff, pupils and parents are aware of the methods used
 - providing sufficient opportunities for pupils to use their mathematical skills in other subjects.
- Develop leaders' roles through training so that they can have a positive impact on improving teaching and raising standards.

Inspection judgements

The achievement of pupils

requires improvement

- Standards in reading, writing and mathematics in 2013 were below average at the end of Year 2 and the end of Year 6. Too few pupils reached the higher levels. This is mainly the result of some poor and inconsistent teaching in the past, which has now been tackled.
- When they start school, children have lower levels of knowledge and understanding than are typical for their age, including their knowledge about the wider world, their personal, social and emotional development and their communication skills. They make good progress in the Reception class because they are taught very effectively. Even so, their achievement is often still below that expected when they start in Year 1.
- The results of the check on pupils' skills in linking letters and sounds (phonics) in Year 1 show that standards have been below the national average for the last two years. However, the proportion of pupils who retook the check in Year 2 and attained the expected standard was above the national average. Pupils have sound skills to help them read words that are new to them, as was shown when they read to the inspector.
- Standards in mathematics, reading and writing at the end of Year 2 have fallen since 2011. However, this has been remedied and the current pupils are on track to do better than was the case last year. Currently all groups of pupils in Year 2 are making good progress and are on track to achieve above-average standards in reading and writing, and close to average standards in mathematics.
- Standards at the end of Year 6 fell in 2013. Their progress during Years 5 and 6 was good but this was not enough to compensate for poorer teaching of these pupils lower down the school, which has now been improved.
- Pupils in the current Year 6 pupils are on track to achieve much higher levels this year. Good teaching means that the progress being made by most groups is above average. A much larger proportion of the pupils are now working at the higher levels, especially in reading and writing.
- Although pupils are now making faster progress, they do not make as much progress in mathematics throughout the school as they do in reading and writing. The school has recently produced a new calculation policy to try and improve pupils' basic skills. Not enough opportunities are provided for pupils to use their mathematical skills in other subjects.
- Disabled pupils and those who have special educational needs receive effective extra help, particularly in developing social and emotional skills to help them become effective learners, and in reading and mathematics. This is evident in their current good progress.
- Pupils supported through pupil premium funding in 2013 were around half a term behind their classmates in mathematics and writing and almost a year behind in reading. This was a much narrower gap than had been the case in previous years. The provision for these pupils is now good and is having a continuing good impact on helping them catch up with the achievement of their classmates.

The quality of teaching

requires improvement

- Teaching requires improvement because teachers do not always check on how well pupils are

learning during a lesson. This means they are not able to adapt their teaching sufficiently to support all of the pupils in the class. For example, in one lesson, some of the higher attaining pupils did not understand the purpose of the task and it was too long before this was recognised by an adult.

- Activities are not always planned well enough to ensure all groups of pupils make good progress. At times teachers spend too long working with individual pupils which meant some are unoccupied for too long and time is wasted. This happened in some phonics lessons where pupils waited patiently but their learning slowed as the teacher worked with other individuals.
- Recent work to tackle weaknesses in teaching has been successful, although this is yet to be fully evident in the outcomes for all pupils. The proportion of good teaching is growing but remains inconsistent across year groups. The amount of outstanding teaching is too small to have a big enough impact on pupils' progress, especially in mathematics.
- The best teaching is effective in ensuring that pupils make good progress. For example, in a lesson on writing explanatory texts in Year 5 and 6, a clear focus was placed on what exactly was needed to move pupils' work on to the next level. The teacher was then able to provide extra support to those who needed it. This enabled all pupils to make rapid progress.
- The marking of pupils' work has improved and is now good. It is clear in telling pupils what they need to do to improve their work or how they can reach their targets. Pupils are given good opportunities to respond to teachers' written guidance. Their comments are usually followed up and improvements become evident in pupils' later work.
- Teachers are well supported by effective teaching assistants. This is especially the case for the pupils eligible for pupil premium funding. Teaching staff and support assistants help these pupils make good progress and narrow the gap between them and their classmates. These staff are also effective in supporting the inclusion of disabled pupils and those who have special educational needs, and also in working with small groups of pupils or with individuals.
- The positive impact of training is seen in the teaching of early reading skills. The school has restructured its teaching of phonics and how pupils are grouped. This is having a positive impact on pupils' progress.
- Relationships between teachers and pupils are good and create an effective learning environment in which pupils are willing to answer questions and take a full part in discussions. Because of these strong relationships, pupils' attitudes to learning are good.
- Teaching in the Early Years Foundation Stage helps children settle happily and safely into school. A good range of exciting and interesting activities are provided. This was evident in how well the children surprised their parents during a demonstration of the number of wild birds they could recognise.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Parents spoken with during the inspection were positive about how happy and safe their children are at school. Pupils are polite, friendly. During the inspection they were happy to talk to the inspector about their work and school. They are happy at school and enjoy meeting their friends. One pupil who joined the school recently said how welcoming she found it 'even on the very first day'.

- In all lessons observed pupils were well behaved and showed very positive attitudes to learning. This has a major impact on their learning and progress, and they thoroughly enjoy their work. Children in the Reception class start the day happily and productively, quickly settling into routines.
- Pupils remain attentive and well behaved even when the teaching is less effective. The quality of the presentation of their work, especially lower down the school, is good and shows the pride they take in their efforts.
- Pupils say examples of misbehaviour or bullying are rare but dealt with well if they occur. They are aware of the different types of bullying, such as through the use of computers or mobile phones. There have been few recent exclusions of pupils and, where this occurs, appropriate records are kept.
- The school's work to keep pupils safe and secure is good. They say they feel safe in school and their views are supported by parents. Pupils benefit from the work of a team of teaching assistants who provide personal and emotional care through a system of positive play. This is very effective in helping pupils' develop learning and social skills that helps prepare them for the future education.
- Attendance in 2013 was well below average and falling over time. The school is working hard to address this and the latest data show that currently attendance is above average.

The leadership and management

requires improvement

- Although leadership and management have improved since the last inspection, they have not yet had a full impact on the work of the school or on pupils' achievement. The accommodation has been very effectively remodelled to improve teaching areas. The Reception class has moved to better accommodation, although the outdoor areas are yet to be fully developed as a learning resource.
- Leaders are aware of the need to raise standards for all pupils but not enough action has been taken to bring about improvement. The headteacher and governing body have a clear vision to ensure all pupils do as well as they can. This has been reinforced by the good challenge and support provided by the local authority. The school has willingly accepted advice and has made use of expertise from across the authority to tackle previous weaknesses.
- The best practice, within or from outside the school, is not used to help less effective staff improve the quality of their teaching. This is because recent restructuring of the leadership team means that new leaders have not yet had time to be trained in their leadership roles to bring about the necessary. For example, leaders are not yet effective in coaching and sharing good practice throughout the school.
- The school's checks on assessment data, pupils' work and the quality of teaching have improved since the last inspection. The school now has a clearer picture of its strengths and weaknesses. The recent introduction of a new tracking system has helped all teachers have a better grasp of the progress made by their pupils in their classes.
- Parents are very positive about the work of the school. They speak highly of how well their children have settled into school and the progress they are making. They find the school approachable, say communication is good and teachers are accessible if they have any concerns.

- The leadership of the provision for disabled pupils and those who have special educational needs is good. There is a good range of adult support. Good analysis of data ensures a clear overview of these pupils' progress. The school checks the impact of the additional support and interventions accurately.
- The funding available through the pupil premium is used well to help pupils known to be eligible for free school meals to take a full part in school life. They receive, where appropriate, specific resources and additional help from adults. Although small gaps between these pupils and their classmates remain, they are narrowing.
- Planning for improvements in physical education using the new primary school sports funding is under way. The school has commissioned an external review of its provision and is awaiting the outcome of this before committing any further funds. Even so, the current take up of sporting opportunities throughout the school is good.
- The headteacher uses findings from lesson observations and other monitoring activities as a good tool for supporting and challenging staff. The checking of performance targets and the setting of new ones for individual staff ensure a sound focus on improving pupils' learning. Where teaching has required significant improvement in the past, a balance of challenge and support has resulted in changes to the staff team.
- The curriculum has recently been improved by the addition of a range of enterprise skills. These are helping teachers focus more closely on pupils' learning rather than their own teaching to increase progress.
- The school uses the curriculum well to promote pupils' spiritual, moral, social and cultural development. Effective use of visiting experts and visits locally and further afield, enrich the curriculum and enhance the pupils' knowledge and understanding of the wider world.
- **The governance of the school:**
 - The governing body has worked hard to improve the impact of its work since the last inspection. Governors have greatly improved the way they check the work of the school and now actively challenge the school's performance. This evident in the panel set up specifically to improve attendance.
 - Governors check on the school's work through its curriculum monitoring committee. They make visits to the school and have a good understanding of the school's assessment data. This enables them to take part in good professional discussion with staff.
 - Members of the governing body have a good understanding of how targets are set for teachers and of appraisal systems. They check how effective these are in improving the quality of teaching. Decisions about teachers' pay increases are closely linked to performance and responsibilities.
 - Governors track finances well and assist the school in deciding how to spend additional money to support pupils eligible for free school meals and to extend sports and physical education.
 - The governing body makes sure that arrangements for pupils' safeguarding meet the current national requirements.

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

Unique reference number	112772
Local authority	Derbyshire
Inspection number	440525

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Fay Knight
Headteacher	Paul Husken
Date of previous school inspection	15 March 2011
Telephone number	01246 237075
Email address	headteacher@holmehall.derbyshire.sch.uk

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