

# The Holme Church of England Primary School

Openfields, Headley, Bordon, GU35 8PQ

**Inspection dates** 14–15 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

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

- Teaching over time has not been good enough to ensure that pupils achieve well, particularly in writing.
- Pupils' progress is uneven between year groups in Key Stage 2 because the quality of teaching is inconsistent.
- Achievement is affected by poor teaching in the past. Some groups of pupils have gaps in their learning that hinders their progress.
- Pupils have too few opportunities to practise and refine literacy skills by completing longer pieces of writing.
- Some teachers do not have the subject knowledge to develop pupils' punctuation, grammar and spelling skills well enough.
- Teachers do not always have sufficiently high expectations of pupils and do not always set work at the right level, particularly for the most able.
- Teachers do not always adapt pupils' work in the light of checks on learning. As a result, some pupils find the work too easy, while others struggle.
- The work of some pupils, particularly the most able, can be interrupted by teachers and teaching assistants providing unnecessary advice. This is particularly the case for the most able pupils, whose learning is held up as a result.
- There are variations in the way teachers mark pupils' work. Some do not always give pupils precise guidance about what they can do to improve. Pupils do not always have the time to read the advice and make improvements.
- Middle leaders are not yet fully effective in supporting the school's development.
- The outdoor areas in the Reception class are not fully used to support children's learning.

### The school has the following strengths:

- The headteacher provides strong leadership. She has established a united team and won the trust of staff, parents, carers and pupils.
- The headteacher is well supported by senior leaders and governors. Together, they have already brought about improvements in achievement, teaching and in pupils' attitudes to learning.
- Pupils' progress is accelerating. Standards improved at both key stages in reading, writing and mathematics in 2014.
- Effective teaching ensures that children make good progress during Reception Year.
- Pupils are interested in learning. They are courteous and well behaved. They feel safe and trust adults to look after them carefully.

## Information about this inspection

- The inspector observed pupils' learning in seven lessons or part lessons, including three observed jointly with the headteacher.
- Discussions were held with the headteacher, senior leaders, teachers, parents, carers and pupils. Discussions were also held with the Chair of the Governing Body, a parent governor and a representative of the academy Trust. The inspector spoke with the Chief Executive Officer of the academy Trust.
- The inspector took account of 46 responses to the online questionnaire, Parent View. In addition, she spoke with individual parents and carers informally at the start of the school day. The inspector also took account of 18 staff questionnaire responses.
- The inspector observed the school's work and considered a range of policies and documents. These included the school's improvement plan, information about pupils' progress, attendance records, and safeguarding policies and procedures.
- The inspector looked at a sample of pupils' work provided by the school, as well as in lessons. She also listened to a Year 2 and a Year 6 pupil read.

## Inspection team

Julie Sackett, Lead inspector

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. There are very few eligible pupils currently in Year 6. Pupil premium is additional government funding to support those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school provides full-time early years provision in the Reception class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The Holme Church of England Primary School converted to academy status in September 2013. It is part of the Good Shepherd Academy Trust. When its predecessor school, Holme Church of England Voluntary Controlled Primary School, was last inspected by Ofsted, it was judged inadequate overall.
- The current headteacher was appointed in September 2014.
- The early years' leader and the teacher in charge of pupils with special educational needs were both appointed in September 2014.

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

- Improve the quality of teaching and pupils' rates of progress, particularly in writing, by:
  - identifying gaps in pupils' learning and providing precise, targeted support to ensure these are rectified and that pupils catch up quickly and achieve well
  - ensuring that all teachers use checks on pupils' understanding during lessons to provide tasks at the right level of challenge
  - making sure that all teachers have sufficiently high expectations of pupils, especially the most able, and set work which is always sufficiently challenging
  - developing teachers' understanding of how to teach basic punctuation, grammar and spelling skills
  - giving pupils more opportunities to practise basic literacy skills by writing at length
  - making sure that pupils who are getting on well with their work are not interrupted unnecessarily
  - ensuring that all teachers give pupils precise guidance about what they can do to improve their work
  - giving pupils regular opportunities to read and act on their teacher's advice.
- Improve early years provision by using the outdoor area effectively to support children's learning.
- Strengthen the school's capacity to improve by developing the role played by middle leaders in supporting and challenging their colleagues.

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement because, until recently, an element of weaker teaching has continued to affect pupils' progress, resulting in pockets of underachievement in some year groups.
- There have been numerous staff changes in the past and some middle leaders have been appointed very recently. As a result, they are not yet having a sufficiently strong impact on teaching and learning. Senior leaders have already identified this aspect of the school's work as a priority for development and have begun to give middle leaders more responsibility for raising achievement in their subject areas. Middle leaders are keen to play a full part in the school's development.
- Leaders and governors have made significant improvements to the school's work since the school converted to academy status. When the school converted to academy status, the academy Trust quickly recognised weaknesses in teaching. Since then, the Trust has rightly focused on improving this aspect of the school's work. Improved teaching last year ensured that standards at the end of both key stages were in line with the national average in 2014.
- The headteacher has introduced much needed stability to the school since her appointment in September 2014. Staff and parents and carers appreciate her honesty and integrity. They are confident that she will do exactly what she says she will do to improve teaching and raise achievement.
- There is an upbeat atmosphere in the school and renewed self-belief among the staff. Friendly and positive relationships successfully support pupils' good behaviour.
- Parents and carers say that the headteacher and other members of staff make themselves available to speak with them on a daily basis. Most parents and carers who completed the online questionnaire would recommend the school.
- Leaders are committed to equal opportunities and will not tolerate discrimination. They are determined to ensure that all pupils achieve their full potential. Leaders are keenly aware of the effect weak teaching in the past has had on pupils' achievement and are determined to rectify underachievement where it exists. Parents and carers are confident that the headteacher is taking the steps needed to put this right.
- The headteacher has secured further improvements in the quality of teaching since her appointment. She and the assistant headteacher have raised teachers' expectations of pupils and of themselves. Senior leaders are absolutely clear about what needs to be done to improve teaching further.
- The headteacher has introduced consistent procedures to manage staff performance. Senior leaders and governors have ensured that teachers and teaching assistants understand their responsibility for pupils' achievement. They review teachers' performance against national standards and set targets for individual members of staff. The pay policy has been updated and sets out clear criteria for salary progression.
- On her arrival, the headteacher identified that inaccurate checks on pupils' achievement were frustrating efforts to gauge pupils' progress. She has worked closely with staff to rectify this, so that teachers and leaders are now using accurate measurements of pupils' progress.
- The teacher with responsibility for pupils with special educational needs has made a good start since her recent appointment. She has introduced secure procedures for identifying pupils who need extra help. She has increased the part teachers play in planning learning opportunities that support pupils' needs during lessons. Teachers have a better understanding of pupils' needs as a result. She has established links with other professionals, such as the educational psychologist, so that teachers and pupils benefit from specialist advice.
- Additional pupil premium funds are used well to support the small numbers of eligible pupils in the school. This ensures that these pupils are making similar progress to their classmates in school and are catching up with pupils nationally.
- On her appointment, the headteacher and governors completed a thorough review of safeguarding arrangements to ensure they meet current statutory requirements. Procedures for checking that this continues to be the case are robust and rigorous.
- The primary sports funding is used effectively. For example, a partnership with a local secondary school means that there are more opportunities for pupils to compete in tournaments.
- Pupils study a broad and balanced range of subjects. Leaders have introduced more opportunities for pupils to learn from visits and events which enrich their learning.
- The school prepares pupils increasingly well for life in modern Britain. Pupils in Year 6 learn about political systems and rights and responsibilities. They discuss aspects of democracy and the voting system. For example, during the inspection, pupils were considering the effect of persuasive speech contained in

politicians' speeches on voters.

- Leaders are developing the way subjects are taught with a greater emphasis on the school's values such as tolerance, respect, courage and fellowship, which are consistent with British values. Pupils learn about different beliefs, including Christianity. They say that their teachers teach them the importance of respecting different viewpoints and emphasise that they have a choice about what to believe.
- The academy Trust provides effective and robust support for the school's development. It has worked closely and very productively with senior leaders and governors since the school converted to academy status. For example, a representative has completed regular visits to the school to check the quality of teaching and learning. The Trust has established an effective governing body and continues to support its work.
- **The governance of the school:**
  - The governing body works effectively with the academy Trust to ensure that leaders are held to account for pupils' achievement. Its role has improved substantially over the past year and continues to develop, strengthened by the recent appointment of two community governors. Training provided by the diocese has increased governors' understanding of pupils' achievement in relation to other pupils nationally. As a result, governors are now less reliant on the headteacher's guidance than previously and are more confident about asking challenging questions. However, while their role has improved, there is still more to be done to ensure they question and challenge information provided by the school.
  - Governors know about the quality of teaching and how senior leaders manage staff performance. They are linked with staff to enable them to monitor standards and there is a structured programme of visits to the school in place. This gives them a first-hand view of the quality of teaching. They are fully aware that weaker teaching has limited pupils' learning in the past and are committed to rectifying this situation. Governors know how leaders have supported individual teachers and secured improvements in teaching. They know that leaders hold discussions with individual teachers about pupils' achievement and set them targets.
  - Governors know how additional funds are used to support pupils' achievement. They know, for example, that the achievement of those pupils eligible to benefit from additional pupil premium funding is improving. They are committed to securing further improvements in achievement.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. They conduct themselves sensibly when moving around school. They are polite and courteous and respond quickly to adults' instructions. Most parents and carers feel that pupils behave well.
- Pupils say that behaviour has improved a great deal in the past year. They say that the introduction of a 'code of conduct' for football and other activities during playtimes has helped.
- A few pupils say they have been bothered in the past by one or two pupils who find it difficult to behave well but that this is getting better. Records and discussions with leaders confirm that this is the case. Those pupils who need extra support to behave well are increasingly aware of the effect their actions can have on others and their behaviour is improving. Leaders keep a close eye on behaviour and regularly check records for patterns and trends.
- Pupils watch and listen respectfully to adults and to each other during assemblies. During the inspection, pupils receiving 'celebration certificates' were clearly proud of their achievements, while others were quick to applaud their classmates' successes.
- Pupils say they like school and attend regularly. Attendance is average. While most pupils are keen learners, a few find it difficult to stay focused during lessons. They lose concentration and make slightly slower progress as a result.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say that any concerns or disagreements are successfully sorted out by an adult. One pupil reflected the views of others when she said, 'The headteacher is really trusted – she sorts out any problems really quickly.' Almost all parents and carers feel children are safe in school.
- Pupils say that while occasionally friends fall out, bullying is very rare. They know about different types of bullying, such as cyber bullying. They know what racism is and are confident that it is not a problem in school. Records confirm this view.
- Pupils say that they have regular talks in school about how to keep safe when using the internet and that these are helpful. During the inspection, the older pupils gave a confident account of how to use the

internet safely, while pupils in Year 2 explained how to stay safe when researching their work online.

### The quality of teaching

requires improvement

- Teaching requires improvement because it has not been good enough over time to ensure that pupils learn well. It is improving rapidly but is not yet consistently good across all classes and subjects. Until recently, an element of weak teaching has limited pupils' achievement in Key Stage 2.
- The academy Trust, leaders and governors have put teaching at the heart of developments in the school so that more is now good. Teachers have higher expectations of themselves, as well as their pupils, and have a clearer understanding of their responsibility for pupils' achievement. They are keen to secure the best for their pupils. Pupils recognise some of the improvements which are helping their learning, including receiving extra help when needed.
- Teachers do not always question pupils' understanding and adjust pupils' work accordingly. For example, sometimes teachers and teaching assistants stop pupils during lessons to provide unnecessary explanation and this hinders the progress of pupils, particularly the most able.
- Teachers have higher expectations of their pupils than previously and increasingly set tasks which are challenging and demanding. However, this is not always the case and some pupils, particularly the most able, make slower progress as a result. Equally, some pupils struggle because the work set for them is too hard.
- The quality of teachers' marking has been a focus since the headteacher's arrival and has improved. However, there are still some inconsistencies between classes. While teachers have higher expectations of pupils' work and marking is regular, there are still some variations in the quality of teachers' written comments. For example, some give more specific advice about what pupils can do to improve their work than others. Not all teachers give pupils sufficient time to read their suggestions or to improve their work.
- The teaching of writing requires improvement. Not all teachers have a sufficiently secure understanding of how to teach basic grammar, punctuation and spelling skills. In addition, there are too few opportunities for pupils to use and practise basic skills by writing at length.
- Pupils are taught different ways of tackling mathematical problems and regularly practise these strategies. Teachers encourage pupils to try out different ideas when tackling challenging tasks so that pupils are increasingly confident.
- The teaching of reading is improving. Phonics (the link between letters and the sounds they make) skills are now taught well in early years and Key Stage 1 and teaching assistants have been trained to teach phonics to older pupils who have gaps in their knowledge. The library is an attractive and pleasant place for pupils to choose and read books. The purchase of good quality books is contributing to pupils' appetite for reading.
- Teaching assistants successfully work alongside pupils during lessons, including those who need extra support with their learning. They help pupils to talk through their thinking and this helps them to contribute their ideas during class discussions.

### The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress during Key Stage 2 is too variable, especially in writing. There are too many differences in the quality of teaching to secure pupils' good achievement.
- Pupils make slower progress in Years 4 and 5 than in other year groups. This is due to an element of weaker teaching in the past and a number of staff changes. Pupils' responses during lessons, as well as the work in their books, indicate that there are gaps in their knowledge and understanding which are limiting achievement, despite some very recent improvements in teaching.
- Pupils' progress in writing is improving but is not as rapid as in reading and mathematics. Some pupils do not have a sufficiently secure grasp of basic punctuation, grammar and spelling skills and this is hindering their ability to write fluently. There are too few opportunities for them to practise basic skills by completing longer pieces of writing.
- Pupils' progress in reading has improved, although small variations remain between year groups. A greater emphasis on reading for pleasure is strengthening pupils' enjoyment of reading. During the inspection, pupils spoke enthusiastically about books. Younger readers successfully use their phonics knowledge to help them to read unknown words.
- In 2014, the results of the Year 1 phonics check were below average. Improvements in the way phonics skills are taught mean that pupils are making better progress. The school's forecasts indicate that more pupils are on course to achieve success this year, with results likely to be above average.



- Most pupils make good progress in mathematics. A whole-school focus on strengthening basic mathematical skills means that pupils in most year groups can recall number facts more quickly and are solving mathematical problems more confidently.
- Attainment was average in reading, writing and mathematics in 2014. Significant improvements in the quality of teaching in most year groups have quickened pupils' progress. Most pupils make good progress in reading and mathematics in early years, Key Stage 1 and in some year groups in Key Stage 2. Pupils' work and the school's records of pupils' progress indicate that the school is on course to maintain these levels in 2015.
- Pupils in Year 6 say that their work is improving. For example, pupils who spoke with the inspector said that they were struggling in the autumn but that they are making much better progress now.
- The school's focus this term on developing resilient learners and taking risks in learning is already reflected in pupils' attitudes. For example, pupils in Year 2 say, 'We know it's okay to make mistakes because that's how we learn.'
- Average proportions of pupils attained the higher levels in reading, writing and mathematics at the end of Year 6 in 2014. Increased expectations and better teaching are ensuring the most able pupils make faster progress than previously. Nevertheless, variations in the quality of teaching mean that not all of the most able are achieving their full potential.
- Pupils say that teachers are asking more of them, for example, pupils in Year 2 said that sometimes the work is hard but 'it's supposed to be hard'. They feel they are coping well with the increased challenge. More pupils are on track to attain the higher levels at the end of both key stages in 2015.
- Small numbers of pupils are eligible to benefit from additional pupil premium funding in each year group. In 2014, this group's attainment at the end of Year 6 was below the national average by about 16 months in mathematics and writing and about 20 months behind in reading. Improved teaching, accurate assessments and rigorous checks on pupils' progress ensure that these pupils now make similar progress to their classmates across the school and sometimes better.
- Pupils who need extra help with their learning make progress which is in line with that of their classmates. The teacher with responsibility for pupils with special educational needs checks their progress carefully and liaises with teachers to ensure pupils' needs are met in the classroom.

### The early years provision

is good

- Children start school with knowledge and skills at levels generally lower than those typical for their age. Substantial improvements in the quality of teaching have increased children's progress in all aspects of learning. Effective teaching means that more children are on track to achieve at least expected levels by the end of Reception Year this year than previously. Most children currently in early years are well prepared for learning in Year 1.
- The current reception teacher was appointed at the start of this academic year. She is knowledgeable about early years and provides good leadership. She shares information about children's progress with their parents and carers so that they know how well they are learning and what they can do at home to help.
- Until recently, inaccuracies in checks on learning have made it difficult for leaders to measure children's progress and attainment properly. Leaders have now rectified this and checks on learning from the start of this September 2014 are secure in both Reception Year and Year 1.
- Adults provide stimulating activities in the classroom so that children are interested in learning. For example, during the inspection, children explained why bean plants need water to help them to grow. However, while children happily use the outdoor area, this is not yet used fully to promote learning.
- The reception teacher gives the teaching of basic skills appropriately high priority. Children have regular phonics sessions to develop reading skills and there are plenty of opportunities for them to write. Vocabulary is widely displayed to support children's writing and their work is proudly displayed on the classroom walls.
- Caring relationships ensure that children feel safe and confident in school. They are active, well behaved and kind to each other.

## 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>	139920
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	450171

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>	Academy sponsor-led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Hall
<b>Headteacher</b>	Ruth Worswick
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01428 714409
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