

Inspection of Holton St Peter Community Primary School

Bungay Road, Holton, Halesworth, Suffolk IP19 8PL

Inspection dates: 5 and 6 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy their time at Holton St Peter Primary School. They say that their school is a happy place where everyone is friendly. Pupils speak excitedly about the subjects they study. Pupils told inspectors that teachers are helpful and make learning fun. Many parents who gave us their views agree. As one parent said, 'I am really happy with all aspects of Holton School and have nothing but praise for the teaching staff.'

Pupils feel safe at school. They use the school's values of 'be ready, be respectful, be safe' to guide how they should get on together. Pupils can explain what they would do if they had any concerns or worries. They say that bullying rarely happens at their school. If it did occur, they are confident that adults would sort out any problems quickly.

Staff have high expectations of pupils. Pupils work together well. They are attentive and listen to the opinions of others while working in class. Pupils are polite and courteous to those who visit the school.

What does the school do well and what does it need to do better?

Leaders have a clear vision for this small school. The headteacher has established a strong and cohesive team. Every staff member plays their part in helping pupils to achieve their best. Leaders know the school well. They understand where the school is successful and what they need to do to make it even better.

Leaders have thought carefully about their plans for the curriculum. Curriculum plans, including the early years, identify in each subject the things pupils need to know. Leaders' chosen approach ensures that pupils cover the content of the curriculum while working in mixed-aged groups. Some of the plans are still quite new. Not all leaders have had the opportunity to check how well their subject is being taught.

Teachers plan activities that engage pupils' interests. This helps pupils to remember their learning. In science, for example, pupils were able to recall facts about volcanic eruptions because they remembered previous experiments. Teachers ask questions to check pupils' understanding and address any misconceptions. However, pupils' presentation of their work is inconsistent. Some teachers do not ensure that pupils write neatly and accurately. Consequently, in subjects such as history and geography, errors in pupils' work are not addressed.

Leaders have ensured that there is a consistent approach to teaching phonics. From the start of school, children start to identify initial letter sounds, such as those on class labels and for their own names. Well-structured teaching quickly develops children's confidence in using phonics to read. Adults ensure that pupils at risk of falling behind receive the precise support they need to keep up. Regular story times and book areas in all classes promotes pupils love of reading effectively.

Pupils with special educational needs and/or disabilities (SEND) have the same opportunities to access the ambitious curriculum as their classmates. Teachers are supported well by the special educational needs coordinator (SENCo). They adapt their plans to ensure that the school's curriculum meets the needs of pupils with SEND effectively.

Pupils develop their talents and interests through a variety of clubs and activities. These promote pupils' knowledge of how to keep healthy, whether physically or emotionally. Pupils regularly hold debates about current topical issues, such as climate change and caring for others. They think of different ways to raise money for local charities and take on various roles, such as reading buddies and class monitors, or participate in the pupils' parliament. Leaders have identified fifty things pupils at Holton should experience before they leave the school. This contributes well to pupils being prepared for life in modern Britain.

Leaders from the Asset Multi-Academy Trust and local governors are well informed about the school's priorities. They check whether leaders' actions are making a difference to improving the school. The trust has ensured leaders meet regularly to share knowledge and expertise. They provide regular professional development and training for all staff. Staff appreciate these opportunities as it helps to them to carry out their roles effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff have been well trained in safeguarding matters. They know what to do if they have any concerns about pupils' safety. They are vigilant for any signs of abuse and report concerns, no matter how small. Leaders keep careful records. They act quickly on the information they receive. Leaders ensure that vulnerable pupils and families receive the help they need.

Pupils understand how to keep themselves safe. They know how to use the internet safely and report any worrying signs to adults. The curriculum teaches pupils about keeping themselves safe and how to manage risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have ensured that most of the curriculum is designed so that teachers understand what pupils need to know. Some plans, such as history and geography, are new. Subject leaders have not had the opportunity to evaluate how well these plans are working. Leaders must ensure that all subject leaders have the skills and time to fulfil their roles effectively in monitoring their areas of responsibility.

- Not all teachers insist upon leaders' high expectations of how pupils present their work. At times, this leads to repeated errors in pupils' work because they are not accurate with their recording. Leaders must provide teachers with clear direction and check that pupils' work is presented to the high standards they expect so that errors are addressed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144442
Local authority	Suffolk
Inspection number	10200450
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	Board of trustees
Chair of trust	John West-Burnham
Headteacher	Christine Starkl
Website	www.holtonstpeterschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Holton St Peter Community Primary School became part of the Asset Multi-Academy Trust in May 2017.
- The governors manage the school breakfast club.
- Holton St Peter Community Primary School is smaller than the averaged-sized primary school.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- The inspectors met with the headteacher and the senior teacher who is also the SENCo. They had discussions with curriculum leaders and the leader of the early years. Inspectors also met with the chief executive officer of the trust and three

governors from the local governing board. The lead inspector had a phone conversation with the chair of the local governing board.

- The inspectors carried out deep dives in reading, mathematics, history and science. They visited lessons, looked at a range of pupils' work and met with teaching staff and pupils. Inspectors also observed some pupils reading and talked to pupils about their reading habits.
- The inspectors reviewed a range of documentation, including safeguarding, school improvement plans, school curriculum planning documents and the school's self-evaluation.
- The inspectors considered 28 responses to Ofsted's online questionnaire for parents, as well as 21 free-text responses. They spoke to parents as they arrived at the school in the morning. Inspectors reviewed 14 responses from the staff questionnaire.
- Inspectors also observed pupils at play at breaktime and lunchtime and talked to groups of pupils about their experiences at school.

Inspection team

Steve Mellors, lead inspector

Her Majesty's Inspector

Katherine Douglas

Her Majesty's Inspector

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