

Inspection of Holme CofE Primary School

Church Street, Holme, Peterborough, Cambridgeshire PE7 3PB

Inspection dates: 3 and 4 October 2023

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

The headteacher of this school is Clara King. This school is part of the Diocese of Ely Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Adrian Ball, and overseen by a board of trustees, chaired by Helen Jackson.

What is it like to attend this school?

Pupils are proud to be part of this 'small but mighty' school. They love the community feel, where everyone grows and learns in harmony.

Good relationships are at the heart of the school. Older and younger children play happily together. From the early years, children look out for each other. Pupils show consideration and compassion. They trust staff to understand and care for them. This helps pupils to feel safe and confident.

Pupils know the behaviours that adults expect. Rules are clear and fair. Pupils understand the importance of behaving well and working hard. They do their best to listen carefully to their teachers. Everyone tries hard and gets on with the tasks set in class. At breaktimes, there is something for everyone to enjoy, from relaxing on a beanbag with a good book to creating and performing dances with friends.

There is a range of well-attended clubs. Before- and after-school care starts and ends each day with games, friendship and fun. Pupils enjoy attending sports clubs, such as gymnastics and dodgeball, and other clubs such as bracelet making or construction. These allow pupils to develop their talents and interests. Trips and visitors help pupils to understand and remember their learning.

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

The school has put in place an ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). This clearly sets out what pupils will learn at each stage as they move through school. This starts from Reception, where children develop their early skills and curiosity ready for their next steps in learning.

In most subjects, teachers put curriculum plans in place well. They introduce new ideas clearly. They provide many opportunities for pupils to make links with, and revisit, previous learning. Pupils eagerly discuss new ideas in pairs and small groups. They get plentiful opportunities to apply what they know in tasks that help to deepen their understanding. The trust provides support for subject leaders to strengthen their expertise. In these subjects, pupils achieve well.

In a few subjects, the school has introduced curriculum plans more recently. Adults are developing their expertise to teach these plans well. In these subjects, older pupils have some gaps in what they know from the previous curriculum. While pupils enjoy their learning, they achieve less well in these subjects.

Pupils with SEND learn alongside their peers in class. They are well supported in lessons. Teachers adapt tasks where required. They provide extra time, equipment and explanations to help with understanding. Teachers and other adults give pupils with SEND the extra practice and time needed to learn new ideas. The trust provides support for staff to seek advice and share good practice for pupils with SEND.

Systems to evaluate the progress of pupils with SEND are not well developed. As a result, leaders do not know where the extra help is most effective and where it may need to adjustments.

Pupils achieve well in reading. The school has introduced a structured curriculum for reading. Children in the Reception class quickly start to apply their phonics knowledge by reading books that are well matched to what they know. Teachers spot anyone who needs more help and put this in place. Pupils rapidly become confident readers. Older pupils share challenging texts attentively. They enjoy the high-quality books read to them by their teachers.

The calm, respectful school culture starts from the clear vision and guidance for behaviour set by the trust. The school's routines and expectations are regularly reinforced. This ensures that everyone knows the high standards expected. The few pupils who need extra help to manage their behaviour get the right, personalised support to help them do so.

The school places a high value on teaching pupils to do 'the right thing'. Pupils act as 'learning detectives'. They get training to consider and look out for core values such as resilience and resourcefulness around the school. Pupils are tolerant and inclusive. They reflect on their learning and on issues from history and current affairs. Pupils learn to stay safe online and about healthy lifestyles. The school council models the democratic process. They gather suggestions and work with school leaders to make improvements in school.

Staff feel part of a supportive team. They appreciate the opportunities for professional development and collaboration provided by the trust. Leaders at every level are considerate of well-being. The whole team works effectively to keep everyone safe and to bring about continued improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum clearly sets out what pupils are to learn, but in a few subjects, some pupils do not remember what they have previously been taught or do not apply their new learning well. They do not achieve as well in these subjects as they do in the rest of the curriculum. The school should ensure that all adults have the expertise they need to deliver the curriculum in place effectively.
- Systems to plan and evaluate the support for pupils with SEND are not well integrated. As a result, leaders find it hard to check what is in place and to know how well it is working. The school should ensure that plans and provision for pupils with SEND are evaluated fully so that leaders know what is working well

and where adjustments may be required.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146889
Local authority	Cambridgeshire
Inspection number	10268439
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	Board of trustees
Chair of trust	Helen Jackson
CEO of trust	Adrian Ball
Headteacher	Clara King
Website	http://holme.demat.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Diocese of Ely Muti Academy Trust in April 2019. The predecessor school, Holme Church of England Primary School, was inspected in March 2017 and remained good.
- The school does not use any off-site providers of alternative education.
- The school provides on-site before- and after-school care for pupils.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school took place in January 2018. The school will receive its next inspection within eight years of this date.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's

education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior staff in the school and the trust, including the headteacher, chair of trustees, chief executive officer, chair of governors, and designated lead for safeguarding.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at some samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Lynne Williams, lead inspector

His Majesty's Inspector

Julie Harrison

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023