

INSPECTION REPORT

HOLME JUNIOR AND INFANT SCHOOL

Holmfirth, West Yorkshire

LEA area: Kirklees

Unique reference number: 107659

Headteacher: Jennifer M Lewis

Reporting inspector: Lynne Read
21199

Dates of inspection: 4 - 5 February 2002

Inspection number: 197814

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Meal Hill Rd
Holme
Holmfirth
West Yorkshire

Postcode: HD9 2QQ

Telephone number: 01484 222477

Fax number: 01484 222477

Appropriate authority: The governing body

Name of chair of governors: Professor James McAuley

Date of previous inspection: 29 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|-----------------|----------------------|
| 21199 | Lynne Read | Registered inspector |
| 9874 | Malcolm Milwain | Lay inspector |

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| WHAT THE SCHOOL DOES WELL | 11 |
| WHAT COULD BE IMPROVED | 17 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 18 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 19 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holme Junior and Infant school is situated in the rural village of Holme, on the edge of The Pennines. With 33 pupils on roll, it is much smaller than most primary schools. Many pupils travel some distance from surrounding farms and villages to attend. The housing is mainly private and varies from traditional cottages to large detached properties. Occupations are mostly in the professional, business and agricultural sectors. Overall, social and economic circumstances are above average. Children entering the Reception class have good social skills and a range of learning experiences that are above average. The proportion of pupils claiming free school meals is low at three per cent. All pupils are of European backgrounds and all speak English as their first language. Six per cent of pupils are on the school's register of special educational needs and this is well below national averages. There are no pupils with a Statement of Special Educational Needs.

HOW GOOD THE SCHOOL IS

Holme Junior and Infant is a very good, small community school. Very good teaching and learning lead directly to attainment that is well above the national average. Pupils have a very good awareness of social and moral issues and have very positive attitudes to learning and high standards of behaviour. The headteacher provides very strong leadership that is focused on constant improvement. The cost of educating each pupil is high but, nevertheless, the school provides good value for money.

What the school does well

- Standards of attainment in English, mathematics and science for pupils aged eleven are well above the national average. Pupils have above-average skills in information and communications technology. Some pupils achieve very high standards in music.
- Teaching is of a high standard, and in the majority of lessons seen it was very good or excellent.
- The headteacher constantly drives the school forward, providing a very good quality of leadership ensuring that the high standards of attainment are maintained. The governors provide good leadership and management for all the school's work.
- The broad curriculum provides a very good range of learning opportunities for pupils in Years 1 to 6, which is enhanced by visiting specialists, trips to places of interest and the active involvement of the community.
- The school places a strong emphasis on social and moral education. As a result, pupils have very good standards of behaviour, very positive attitudes to work and there are very productive relationships throughout school.
- Parents hold the school in very high regard. There are effective links between home and school that bring many benefits to the pupils.

What could be improved

- Facilities for children in the Reception group to develop their creative and physical skills and to extend their skills of independent learning through a selection of practical activities.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been good improvements since the last inspection in 1997. Children's learning is routinely checked during the Reception year and in Years 1 to 6. On the basis of this information, the teachers set challenging targets for new learning in English, mathematics and science that are regularly reviewed. Attainment and progress is carefully monitored and recorded. In this way, teachers have a thorough overview of the performance of all pupils as they move through the year groups and are able to tackle quickly any difficulty that may arise. The school development plan is a detailed working document that clearly states the governors' priorities for improvements and shows how these are to be achieved. Members of the governing body are now well-informed about teaching and learning. They have an accurate understanding of the school's strengths and have a long-term view of the school's future

development. The governors have written, detailed policies to deal effectively with any bullying or child protection issues that may occur in the future.

STANDARDS

Children in the Reception year make good progress in communication, language and literacy, mathematical understanding and knowledge and understanding of the world. Their speaking and listening skills develop well and they begin to communicate ideas through writing. Progress in reading and in working with numbers, measures and shapes is good. They make some gains in creative and physical development but progress is not as good as in the other areas because of the lack of facilities for practical exploration, investigation and opportunities to select independent activities. Nevertheless, most children reach the early learning goals set for them and many are already working in the National Curriculum Programmes of Study in English and mathematics when they enter Year 1.

In 2001, the results of the National Curriculum tests for seven-year-olds show that all pupils attained the expected Level 2 or above in reading, writing, mathematics and science and 40 per cent of them achieved the higher Level 3. These results are above the national average and well above for writing. When compared with schools in similar circumstances, attainment in reading and mathematics is around the average mark and, for writing, it is well above average. Inspection findings show that pupils in Years 1 and 2 are making consistently good progress in reading and mathematics and are set to attain the expected standards. Attainment in writing and science is above average and progress is very good. At the end of Year 6, National Curriculum test results show attainment in English, mathematics and science that is well above the national average. All pupils attained the expected Level 4 in each subject. One third achieved the higher Level 5 in English and mathematics and two thirds reached these high standards in science. When compared with schools in similar circumstances, results in English are above average and well above in mathematics and science. During the inspection, some very high standards of attainment were seen in mathematics. In Year 6, one group was working at a very advanced level, usually expected of pupils who are well into their secondary school education. Standards in science were also high, with pupils showing very well-developed skills of investigation and experimentation in their work. Skills in writing were above average with higher-attaining pupils choosing imaginative words and creating interesting sentences to hold the reader's attention. Pupils read fluently and showed clear preferences of authors and style when choosing their books. Knowledge and understanding of information and communication technology were above average and pupils applied their skills very well when studying and recording their work in other subjects. In lessons and videos seen, attainment in music was above average throughout school and attainment was very high for those pupils who benefit from the peripatetic instrumental lessons.

The trend of attainment over time at the school is rising at about the same rate as the national trend, with attainment consistently above average over the last four years. The school fully met its targets for achievement in English and mathematics in 2001. Pupils in Year 6 are on track to achieve the attainment targets set for the school this year. In lessons, boys and girls make equally good progress.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------------------|--|
| Attitudes to the school | Pupils thoroughly enjoy coming to school and have very good attitudes to learning. They are keen to succeed, maintain very good levels of concentration and work hard to complete their tasks. |
| Behaviour, in and out of classrooms | The standard of behaviour is very good in lessons and on the playground. Pupils show respect and consideration for the feelings of others and are always willing to share resources and ideas with their friends. Pupils of different ages work and play very well together and older ones show great respect for the needs of their younger classmates. |
| Personal development and | Relationships are very good and contribute to the secure, orderly |

| | |
|---------------|--|
| relationships | atmosphere in school. Personal development is very good. Pupils have a good standard of self-discipline and confidence and need hardly any prompting by adults to sustain the high standards of behaviour. |
| Attendance | Attendance is well above average and pupils arrive on time. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Very good | Very good |

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching has further improved since the last inspection and is now a major strength of the school. Staff are not simply allocated to a class but teach the subjects in which they have specialist knowledge. This also allows the headteacher to work in both classes and to maintain a very good overview of attainment and progress at first hand. There is a consistent approach from all staff and planning is carried out as a joint exercise to ensure that all necessary information is fed into the teaching programme.

Teaching for pupils in the Reception group is mainly good but the lack of facilities prevents the teachers from providing sufficient opportunities for pupils to choose from a variety of creative and physical activities on a day-to-day basis. The teachers, well supported by the teaching assistant, place a strong emphasis on establishing routines and independence. They do all they can to overcome the limitations in space and facilities for this age group and are mindful of the needs of very young children. In Years 1 to 6 teaching is mainly very good, and in a significant proportion of lessons it is excellent. In most lessons, the teacher plans a mixture of demonstration, explanation and independent tasks that leads to a very good pace in learning. There is a good emphasis on teaching the basic skills in English and mathematics. Teachers make increasing, but realistic, demands of work output and presentation as pupils move up through the age groups. Pupils in Year 6 are particularly challenged and expected to work very hard. Teachers regularly assess progress in English and mathematics and set new goals that are based on prior learning rather than simply setting the work according to age group. This means that those capable of higher attainment have plenty of challenge in their work. Skills of independence are well established in this class, which contains pupils from age seven to eleven. Teachers constantly encourage pupils to use their initiative and to work things out for themselves. The teaching assistants are well-informed and are often allocated to a specific group in the class so they know the expected outcomes of the lesson. The teaching of pupils who have special educational needs is very good throughout school and specialist help is sought where required. Homework is well used to consolidate learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | In Years 1 to 6 the school provides a broad range of interesting learning opportunities, with a suitable emphasis on the core subjects of English, mathematics and science. A very good range of visiting specialists, trips to places of interest and community links all serve to enhance pupils' education. However, there are insufficient opportunities for children in the Reception group to select from a range of practical activities on a daily basis. |
| Provision for pupils with special educational needs | There is good provision for pupils on the school's register of special educational needs. Teachers know their pupils very well in this small school and take steps to ensure that all have the support that they need |

| | |
|--|---|
| | and are fully included in all aspects of school life. |
|--|---|

| | |
|---|---|
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for social and moral development is very good. Pupils have a strong sense of right and wrong. They show consideration and courtesy and are very well-mannered. Pupils take care with their work and are proud of their school. Cultural development is good and pupils have a very well-developed understanding of their local heritage. They have a good awareness of other backgrounds, cultures and beliefs through their links with an inner city school. Spiritual development is well promoted through collective worship, religious education and many opportunities to explore the natural world. |
| How well the school cares for its pupils | Established policies and day-to-day practice very effectively maintain pupils' health, safety and welfare. Thorough assessment of pupils' academic progress leads to the setting of challenging targets and ensures that lessons build successfully on prior learning. Closely following the school's aims, staff use praise very effectively to support the very high standards of behaviour and attitudes demonstrated by the pupils. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher provides very good leadership, management and direction for the school and works hard to maintain the caring atmosphere. Her work is appreciated and highly regarded by governors and parents. There is a successful, shared approach to monitoring the success of teaching and learning, involving both part-time teachers and teaching assistants. |
| How well the governors fulfil their responsibilities | The governors fulfil their responsibilities well and have the best interests of the staff and pupils at heart. They have a good overview of the school's strengths and a very clear idea of future developments. They are active in school development planning and committed to providing the best provision and highest standards at the school. |
| The school's evaluation of its performance | Teachers constantly check pupils' learning and the progress made. The headteacher keeps an accurate view of the two teachers' performance through daily contact and lesson observations. All information gathered is used intelligently in improvement planning and to decide on further professional development that will support both the school curriculum and the individual's expertise. |
| The strategic use of resources | Very good. The school's budget is very carefully targeted to support the priorities for development. The principles of best value are applied when ordering and governors evaluate expenditure in terms of improved provision, teaching and learning. The reserve currently held is intended for improvements to the facilities for the Reception children. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • The teaching is good and pupils have great benefit from the community links established. • The school's commitment to personal development. Pupils are encouraged to be mature, responsible and well-behaved. • The school is well led and managed. • Children are expected to work hard and they make good progress • All staff are approachable and available for discussions on request • The school works closely with parents and provides very good information for them. • The small school 'family' ethos • The high quality of drama and musical performances. | <ul style="list-style-type: none"> • There were no major concerns expressed either through the returned questionnaires or at the parents' meeting. |

The findings of the inspection, which includes evidence from recent video recordings, support parents' positive views of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment in English, mathematics and science for pupils aged eleven are well above the national average. Pupils have above-average skills in information and communications technology. Some pupils achieve very high standards in music.

1. Throughout Years 1 to 6, pupils make very good gains in their learning in English, mathematics and science. By the end of Year 6, pupils read fluently and show very good levels of comprehension. They recall in detail what they have read and skills of prediction, inference and deduction are especially well-developed. Pupils state their preferences for favourite works, and explain clearly what they like about the author's style. They extend their reading experiences across a wide range of styles, both fiction and non-fiction. The weekly visit from the mobile library provides additional material that pupils use to extend their reading skills further and is well used. Pupils understand classification systems and locate information from a range of sources. They are discriminating in their choice of books, CD-ROMS or Internet use and think carefully about the most effective source for their research. By the age of eleven, their writing is lively, thoughtful and sophisticated. They use different styles and are beginning to model their writing on the work of significant authors. In one lesson, Year 5 and 6 pupils used a story introduction to produce the next paragraph, maintaining the style of writing. One pupil wrote an exciting piece of science fiction whilst another used the language of traditional tales to very good effect. In a particularly mature piece of work, one pupil merged an everyday setting with a romantic theme, using advanced techniques, such as moving the action on through dialogue. Some high standards were achieved, with pupils creating strong images and emotions through their work. Pupils have a secure grasp of punctuation and grammar, and the higher achieving ones are beginning to add detail and engage the reader by developing more complex sentences. Skills of editing are well established and pupils offer constructive appraisal on one another's work. One pupil readily offered his opening paragraph for discussion. The other pupils in the class identified some very clever ways in which he had drawn the reader into the story and then pointed out where additional detail could improve the work still further. Non-fiction writing skills are used very effectively to enhance learning in other subject areas. For example, pupils write letters home from a 'Roman soldier' who is experiencing the cold of Hadrian's Wall for the first time. As they adopt the role of the hapless recruit they show a good knowledge of the period in history and display good empathy. Pupils take useful notes that they use to produce detailed accounts. After watching a television programme, pupils used their notes to write some high quality reports entitled 'Life by the River Nile'. Spelling is generally accurate and handwriting is of a high standard, with some pupils developing their own style.
2. Mathematical skills develop well and, by age eleven, pupils have a very good understanding of number, including decimals, fractions and percentages. Their mental skills in dealing with numerical problems are very good and pupils persevere with some complex word problems. In one challenging lesson for Year 6 pupils, they worked confidently when calculating new prices after percentage discounts. They showed good mental agility and used a wide range of strategies in their work. For example, when they needed to know 15 per cent of an amount, they quickly found 10 per cent, then halved that amount and added to calculate the correct result. A higher attaining group of pupils worked at a very advanced level, using their knowledge of algebra, angles, shape and proportion to discover an unspecified figure as represented within a pie chart. Excellent collaboration supported pupils' thinking processes. Younger pupils in Years 3 and 4 learn to add and subtract by splitting numbers, and this greatly increases the speed at which they calculate. They appreciate the importance of checking the accuracy of their answers by 'rounding off' and estimating. Pupils apply their understanding of shape and space effectively. Those in Year 4 make accurate models of three-dimensional shapes, identifying vertices, edges and faces. In Year 6, pupils measure accurately and calculate the sizes of angles in polygons using visual estimation and careful use of the protractor. Data-handling skills are very good and often used when recording results in science. Pupils collect and tabulate their own data and display patterns

and relationships through graphs and pictorial diagrams. They often use computer programs to support this work and are confident in handling databases and spreadsheets.

3. By the age of 11, many pupils are well placed to attain advanced levels in science. Throughout Years 3 to 6 they make relevant observations, measure accurately and use equipment appropriately and safely. They work successfully through a wide range of practical and investigative activities. Pupils carry out fair tests and investigations, identifying the factors that may influence or alter their findings and taking steps to eliminate them. During an experiment on rusting they took great care to eliminate the air or the water to ensure an accurate result. Some Year 3 and 4 pupils experimented with electrical circuits to find which materials act as conductors. They predicted the outcomes and recorded the results efficiently. When two groups had different findings, the higher achievers quickly realised that another factor may have been involved and that further testing was necessary. Year 5 pupils designed their own investigation about magnets after thinking carefully about the materials needed, how they would measure their findings and how they would record them. By the age of eleven, pupils' skills of experimentation are very good. When asked if changing the thickness of wire in an electrical circuit would have any effect, one group set about a series of observations and comparisons, systematically recording their findings. They identified and solved problems as they occurred. For example, two pupils realised that they had no reliable way of measuring the light intensity of the bulb as they changed the wire. After some discussion, they decided that it would be necessary to have several circuits operating at once so that they could visually compare the results. Pupils have a keen interest in living things and show great respect when handling creatures and plants. They have a good understanding of pollution issues and know the importance of preserving the wildlife habitats in their local area.
4. Skills in information and communication technology are very well-developed by the end of Year 6 and used to support learning in all subjects. Pupils often present their writing using word processing programs to alter font, create colour and make an impact on the reader. They produce posters and use graphics programs effectively to illustrate their work. During personal research, pupils use CD-ROMs and the Internet to find information and then download the text or graphics that they need. From an early age, they try out different art techniques using graphics programs. Older, high attaining pupils create a complex repeating wallpaper pattern, combining the effects of shape, colour and texture electronically. Pupils are competent in using e-mail facilities and critically compare this method of communication with sending letters, faxes or telephone messages. They continually update the school website using their own material and a mixture of text, pictures and sound. Pupils throughout school practise their skills of control and command by programming the floor robot. Younger pupils test a short series of instructions whilst older ones enter more precise commands. Year 5 and 6 pupils learn how to use sensors and to control devices. For example, they have worked on instructions to control traffic lights. In one lesson, they devised precise control directions to trigger a series of actions. They then linked these to a light or movement sensor in order to create an automatic alarm. The completed task showed advanced skills for this age group.
5. Standards in music are above expectations at age eleven. All pupils play an instrument and learn to read conventional notation. Those in Years 3 to 6 perform pieces of music on the recorders, guitars and the woodwind, keyboard, and brass instruments. They evaluate their own playing and show determined perseverance when improving and polishing their performance. Pupils of all ages sing tunefully, paying very good attention to pitch, tempo and dynamics. Some, even those in the Reception group, are sufficiently confident to take a solo part. All pupils have opportunities to take part in the school's performances, which are highly regarded by both parents and the community. Music has a high profile at the school and parents identify this subject as a strength in the curriculum. Some pupils benefit from additional music tuition to enhance their talents. For this group, attainment is very high.

Teaching is of a high standard and, in the majority of lessons seen, it was very good or excellent.

6. The quality of teaching is a major strength of the school and this has a direct impact on pupils' learning and the high standards achieved. In six out of ten of lessons, teaching was very good or excellent. Parents' returned questionnaires show that 100 per cent agree that teaching is good and that the school expects their children to work hard. The same views were strongly repeated at the parents' meeting.
7. Teachers have a good understanding of the most effective ways to teach literacy and numeracy and are very successful in supporting pupils to develop skills in these areas. Although there are just three teachers at the school, they have a good range of expertise and experience between them. Lesson planning is arranged so that teachers' specialist knowledge can be used to best advantage across all the age ranges. This leads to very good standards in English, mathematics, science, information and communication technology and creative work such as music. Teachers provide a clear focus to the lesson by telling pupils what they will be doing. They often conclude lessons with a focused session to assess learning, tackle any misconceptions and to congratulate pupils on their successes. These are very effective strategies in creating a purpose for pupils' learning and ensuring continued motivation. Lesson preparation is very good. Carefully chosen resources are organised and are readily available, pupils' books and other consumables are always to hand and classroom routines are well established. This ensures that no time is wasted. For example, in one design and technology lesson, the various materials and patterns were placed in a folder for the pupils so that they could begin their intended task immediately.
8. The teaching of pupils who have special educational needs or who may be experiencing learning difficulty is very good throughout the school and enables them to make good gains in learning. Individual needs are met through additional help or resources, based on a programme of support. All adults in school are well-informed about the needs of individuals and pupils are encouraged to help their friends. This ensures that all pupils are fully integrated into the life of the school community and that all develop good levels of self-confidence. Gifted and talented pupils are recognised and given good support and challenging tasks. This applies to academic and more creative subjects, such as music or art.
9. In the Reception year, most of the teaching is good. Planned learning opportunities are well organised and include some direct instruction, exploration, investigation and play. All staff place an appropriate emphasis on developing speaking and listening skills and this is reflected in the good progress made by the children. A good amount of time is dedicated to the teaching of letter sounds and helping pupils to blend different sounds into words. The recently introduced scheme is under review to ensure that pupils have a good balance of tuition in the other strategies for reading. The teachers and teaching assistant pay great attention to establishing routines and to developing pupils' personal skills. This sets a very firm foundation for later learning. All adults expect children to complete the tasks they are given and to take responsibility for tidying away. However, there is insufficient space to provide opportunities for children to choose from a range of creative and physical activities during the day. As a result, much of the work is teacher directed and opportunities for independent learning in creative and physical work are not as good as in the other areas of learning such as language and literacy or mathematical understanding. The teachers and classroom assistant work closely together to plan an interesting range of experiences within the confined space and do all they can to ensure that children experience a range of practical activity wherever possible. For example, in one design and technology lesson, the teacher set up a small construction area for the young ones. However, this meant that the Year 1 and 2 pupils had to re-organise themselves in a smaller area to complete their work.
10. In Years 1 to 6, work is well planned to cater for pupils who have differing ages and levels of prior attainment. Progress is regularly checked and additional, more challenging targets are set, especially for those pupils capable of higher attainment. In whole-class sessions, teachers direct their questions to involve all pupils across the age range. Pupils often use whiteboards so that they each make a response. This is very useful in allowing the teacher to assess what they are learning. A commendable feature of teaching for pupils in Years 3 to 6 is the challenging pace of lessons. As some Year 4 pupils finished their experiment on electricity, the classroom assistant presented them with an extension task that she had already prepared. In a Year 6 mathematics lesson, the teacher asked pupils to explain their complicated mental computation to the rest of

the class and then set a further extension activity. Teachers' planning and scrutiny of pupils' books shows good emphasis on the extension and enhancement of writing and mathematical skills in other subjects. For example, pupils recount experiments in science or events in history. They write instructions in design and technology and use explanatory texts when writing about geographical phenomena. Teachers make good use of electronic aids. Year 1 and 2 pupils supplement their reading through an interactive program on the computer that helps them to understand the characters and the plot. In Years 3 to 6, the teacher used a 'Powerpoint' presentation so that she could model the editing process to the whole class.

11. Teachers often set open-ended tasks that allow pupils to ask their own questions, investigate and explore. In one science lesson, the teacher encouraged the pupils to develop a hypothesis and then to test it. There were good opportunities for pupils to try out their ideas, make mistakes and find ways to solve the problems encountered. Very sensitive support from the knowledgeable classroom assistant helped their skills of investigation. She encouraged them to think the problem out, provided some searching questions and skilfully channelled their thoughts towards a solution.
12. Teachers make very good use of the local environment and community links, especially in the teaching of science, geography, art, history and physical education. Homework is well used to consolidate and practise learning. The employment of specialist teachers for music is highly effective and leads to some excellent attainment.

The headteacher constantly drives the school forward, providing a very good quality of leadership that ensures the high standards of attainment are maintained. The governors provide good leadership and management for all the school's work.

13. The headteacher provides strong, purposeful leadership, setting high expectations of staff and pupils. This is a major strength of the school that underpins its success. She is the major driving force in maintaining the high standards of attainment and in promoting an environment where pupils work hard, enjoy productive relationships, and show respect for their friends and adults. All staff and governors are firmly committed to the school's aims, which include an emphasis on personal, as well as academic development. An analysis of the large number of returns from the parents' questionnaires shows that 100 per cent are satisfied that the school is well led and managed.
14. The headteacher is the only full-time member of staff at the school and there is no management structure. Nevertheless, delegation of subject leadership is effective and thoughtfully linked to the teachers' skills. The headteacher, two part-time teachers and two classroom assistants work closely together and share responsibility for the teaching of different age groups. In this way, the headteacher maintains a good overview of teaching and learning and is constantly aware of the standards achieved. There is also a formal programme of lesson observations in place to support the school's procedures of self-evaluation. Communication in this small school is very good with the headteacher sharing some part of every day with all the staff, including the non-teaching personnel. School procedures are underpinned by written, agreed policies that are consistently applied.
15. School development planning is much improved. It is thorough and very clearly focused. The 'status' column is a useful addition to the plan and shows the progress of each initiative, together with any problems encountered. All spending decisions are based on the school's identified priorities and careful budgeting means that funds go a long way. The 'carry forward' figure of £12,000 represents the savings for the planned extension for the Foundation Stage. The Friends of Holme School are very active and successful in their fund-raising to provide additional money for resources such as a television, musical instruments and printer cartridges. Their generosity also allows for substantial subsidies towards school trips so that every pupil is involved.
16. The governing body, with its valuable range of expertise, is committed to ensuring the highest quality education for all pupils and works closely with the headteacher to achieve the school's aims. Governors know and understand their roles clearly and work hard to discharge their

responsibilities. The proceedings of the governing body are conducted efficiently through an effective committee structure. Governors also have specialist roles so that they can make contributions in areas such as health and safety, special educational needs, finance or arts. Their annual governors' report is presented in an attractive way. It includes photographs and anecdotes from the school year. Governors value their staff and acknowledge their hard work. There is a very positive and productive relationship between the governing body and the school. Governors have great confidence in the headteacher but pose appropriate questions to ensure her accountability. Overall, the governing body has a very good working knowledge of the school which directly informs their decision-making.

17. Imaginative solutions have been found to supplement the accommodation. Built over 100 years ago, the school originally comprised just two classrooms and little else. Governors have built a mezzanine floor to house the information and technology suite and the new library. An extension has added office space and a cloakroom. The small hall created between the two classes provides room for assemblies, a dining area and extra teaching space. Through useful links with the community and partner institutions, the headteacher has negotiated the use of additional facilities for physical education and practical activities so that learning takes place in a variety of stimulating venues. Governors fully recognise the need to extend facilities for the children in the Reception group and have prudently saved and planned for this through the school development document.

The broad curriculum provides a very good range of learning opportunities for pupils in Years 1 to 6, which is enhanced by visiting specialists, trips to places of interest and the active involvement of the community.

18. The school provides a broad and interesting curriculum that gives all pupils access to a wide range of learning experiences. Teachers take steps to involve outside specialists and visitors in their lessons and arrange a very interesting variety of visits in the community and to places further afield. Inside facilities for physical education are very limited so the pupils travel to the local secondary school for their gymnastics lessons. Because of the small year group size, booster classes to help pupils prepare for their National Curriculum Assessments are provided for all those in Year 6 and include science work. This is above and beyond the usual pattern of support. Parents recognise that the rich curriculum is a major strength of the school and are very appreciative of the efforts made to provide such a broad base for their children's learning. In returned questionnaires, 100 per cent of parents agreed that their children made good progress. The school teaches all subjects of the National Curriculum together with religious education and personal, health and social and citizenship education. The national strategies for literacy and numeracy are well established. The success of the curriculum is seen in the good standards achieved. In replies to the parents' questionnaire, 95 per cent agreed that 'my child likes school', and this is a further indicator of the quality of learning experiences.
19. Teachers plan their work carefully to ensure that pupils cover all the Programmes of Study. In many subjects, lessons are designed to run over a two year period to cater for the mixed ages and those who are capable of higher attainment in the classes. In this way teachers make sure that the content of the Programmes of Study are covered and that pupils' skills are progressively developed as they get older. The Years 3 to 6 class is sometimes split into two, with one half working on information and communication technology and the others studying design and technology. This is a very successful strategy as it allows for expert intervention in learning, interesting 'hands-on' experiences and good access to the computers in the suite.
20. In Years 1 to 6, the curriculum is often made more interesting by introducing practical activity and interesting resources. For example, Year 1 and 2 pupils have been learning about materials in their science work. The classroom display allows them to investigate artefacts and to categorise the different materials. As part of their work on history, pupils have studied some old photographs of people travelling to the seaside in the early 1900s. Through first-hand observation, they distinguished differences between then and now, drawing out the changes across periods in time. Their interest in the work was evident and the standard of writing produced was very good. When introducing the work on Florence Nightingale, the teacher engaged the class in role-play. She had

a good range of real 'hospital' objects that the pupils used to 'make their patient better'. This provided a very good practical introduction to the topic and allowed the teacher to check vocabulary and understanding before moving on to studying the less hygienic institutions of the past. In Years 3 to 6, pupils have studied the Tudor period, taking their work across a range of subjects. For example, they study cooking of the time, homes, education, science and major historical events, such as the coming of the Armada. They develop a thorough understanding of issues in this way. For example, when writing about Henry VIII, some pupils concluded that he was not the good, handsome king he wished to be portrayed as, but rather overweight and conceited.

21. Information and communication technology is carefully planned into lessons. Meaningful tasks are set that allow pupils to consolidate their computer skills and learning across the whole curriculum. Word-processing work is extended through presenting writing in a more eye-catching way to engage the potential reader. Pupils of all ages work on art and design assignments through graphics programs. In classrooms, the lap-top computers provide an additional source of study. In a mathematics lesson, pupils used a computer program effectively to view three-dimensional shapes from different perspectives. This allowed them to focus on the use of shape in architecture and to see how plans of buildings are produced. Programs that include the organisation, analysis and presentation of data are widely used. For example, some Year 6 pupils recorded the result of their experiment on rusting using a computerised graph. The after-school club enriches learning in this area. Pupils regularly update the school website and some browse the Internet for their project research.
22. Lessons make very good use of the local environment and the community that is steeped in history and tradition. A dance teacher is working with Years 3 to 6 in developing a creative performance to commemorate the flood of 1852. Because the school accommodation is limited, the headteacher has secured the use of the nearby Sunday School Hall for the weekly sessions. Some pupils have made a video recording of their studies called 'A Tale of Wool' where they demonstrate combing, spinning and weaving with the help of local experts. They have recorded scenes from the Peak Park, identifying important geographical features. The school is well known for its drama and musical productions. All pupils play an instrument and are confident in speaking in front of audiences. They sometimes share in community productions, such as 'The Millennium Celebration' and this provides very good opportunities for them to develop an awareness of citizenship. Teachers recruit local craftspeople to enhance learning in art. A local weaver comes into school to work with pupils and also provides out-of school activities in her workshop. Pupils in Years 3 and 4 experienced making felt and one group designed a stained glass window for the local parish church. The school has forged valuable links with the local art gallery. A well-known portrait painter has also visited school to develop artistic skills with age groups, including the Reception children. This has led to some very good standards in the subject. Storytellers visit school. One recounts Greek tales whilst another covers mathematical themes. Local museums and historic buildings are also frequently visited to bring pupils' studies alive. Work on the Tudors is enhanced by a visit to a nearby hall and pupils studying modern history since the 1930s have the opportunity to talk to a Holocaust survivor at a local museum. All these activities support a good awareness of national and cultural heritage in the pupils. Teachers foster pupils' multicultural education by forging links with a school in Huddersfield so that pupils of different backgrounds and religions can play and work together.
23. Health education is planned into the learning programme with an emphasis on sensible eating. Pupils are sensitive to the needs of wildlife and are encouraged to take good care of their rural environment during their walks and field study work. The value of physical exercise is stressed and the school provides good sporting opportunities out of lesson time. These include orienteering, five-a-side football and tennis coaching to name but a few.

The school places a strong emphasis on social and moral education. As a result, pupils have very good standards of behaviour, very positive attitudes to work and there are very productive relationships throughout school

24. The aims of the school are lived out on a day-to-day basis and provide very good moral and social guidance for the pupils. Provision in this area is very good. Within the well-ordered school community, everyone is respected and there is a strong sense of personal worth and high self-esteem. All adults have a positive approach to good behaviour and promote courtesy and consideration. Staff work together to enable pupils to develop a clear sense of right and wrong through the minimal list of school rules. They actively promote a sense of responsibility, fair play and honesty in their pupils.
25. Social awareness is actively fostered both in lessons, during playtime and at lunch-time. All adults act as good role models in developing a sense of identity and belonging. There is a strong emphasis on maintaining very good relationships throughout school at every level. Pupils are encouraged to show sensitivity to the needs of others and are always willing to offer help. Opportunities to share resources, work collaboratively and to take account of the views and opinions of others are provided from the earliest stages in this small school and all age groups collaborate successfully. Pupils' awareness of the wider community is enhanced through invited speakers and many visits within the local area. They learn the important virtues of citizenship through their lessons, by staging a mock election and by working for charitable organisations. A drama group explores issues relating to drugs education in a meaningful, suitable way. Pupils are polite and helpful and extend a warm welcome to the many visitors in school. The annual residential visit provides an excellent opportunity for the older pupils to develop their social relationships through living and working together, away from home and school.
26. The school's commitment to personal education is recognised and appreciated by parents. In returned questionnaires, 100 per cent agreed that the school is helping their children to become mature and responsible. The pupils' attitudes have been maintained at the very good level reported at the last inspection. During lessons, they are well-motivated to succeed and respond very positively to encouragement. The headteacher and staff often receive commendations on the good conduct of pupils when on school visits. Behaviour is especially good in the rather cramped Year 3 to 6 classroom and the cloakrooms where pupils are mindful of potential problems and are safety conscious. By the time pupils reach the final years at the school, they are working at a very good pace, giving of their best and usually completing tasks within the time-scale set by their teachers. This generates a great deal of personal satisfaction. It also helps to build levels of confidence that are seen in the pupils' willingness to 'have a go' when presented with something new. Overall, the pupils' attitudes and behaviour are a credit to the work of their parents and their teachers.

Parents hold the school in very high regard. There are effective links between home and school that bring many benefits to the pupils.

27. Over a half of the questionnaires were returned and there was an overwhelmingly positive response to the questions asked. The judgements made during the inspection agree with these positive views. There were no entries in the 'strongly disagree' or the 'don't know' box.
28. Parents especially appreciate the approachability of the staff and have every confidence in their commitment to sorting out issues quickly to the satisfaction of all concerned. They say that 'the staff always have time for us' and state that the needs of working parents are well catered for. Parents expressed great confidence in the level of care at Holme School. There was almost unanimous agreement that children enjoy coming to school, that they are expected to work hard and that they make good progress. There was much praise for the management of the school and for the quality of teaching. Parents gave examples of how their children had been supported sensitively when experiencing some difficulty and of how pupils are stretched in their learning, without undue pressure. The programme of outside visits and invited specialists was singled out as a major strength of the school, with parents feeling that it widens their children's horizons. Parents value the opportunities provided for pupils to learn music and to play a range of instruments. They feel that a good level of homework is set from the younger Reception children to the older juniors, where activities vary from the more formal assignments to research projects. There was strong agreement that the regular amount of homework prepares pupils well for secondary school.

29. Because parents are so well-informed about their children's education, they are able to support their studies at home and to consolidate the positive attitudes to learning that are fostered during the school day. This has a positive impact on learning and is one factor behind the very high attendance rate and very good punctuality.

WHAT COULD BE IMPROVED

Facilities for children in the reception group to develop their creative and physical skills and to extend their skills of independent learning, through a selection of practical activities.

30. The quality and range of learning opportunities for children under six years of age in the Reception group is satisfactory over the year but on a day-to-day basis there are insufficient opportunities for them to select from a range of activities to promote their creative and physical skills and to fully develop early independent learning. The curriculum for these very young children is based on the nationally recognised early learning goals and, for most, extends into the National Curriculum Programmes of Study in English and mathematics.
31. Some opportunities are provided for the children to engage in creative work through a range of classroom activities, such as weaving or pattern-making. Their imagination is often extended as they share books with the class. During the inspection, some of the hall space was in use as a 'class café' where children could take part in role-play. On various occasions, children had access to a sand tray, a construction activity and were able to drive their cars around a road mat. Physical skills are developed satisfactorily through dedicated weekly lessons at the high school and during the warmer summer months when children use wheeled toys and large apparatus outside. However, creative and physical skills are not as well-developed as those in language, literacy, communication, mathematical understanding, knowledge of the world and personal education. In these areas, progress and attainment is good and children have varied opportunities to discover things for themselves.
32. The teaching area for these young children is shared with Year 1 and 2 pupils and space is very limited. This restricts the teachers' scope in providing a range of continuous, practical work such as sand, water or construction activities from which the children may select. Most of the time, the teacher or classroom assistant directs what the children are learning. By the end of the day, the youngest children can become fidgety because they need more space to explore, experiment and develop their imagination, and this is not possible in this structured environment. Teachers do all they can to overcome the problems and are very mindful of the children's needs. They often build in opportunities for role-play or interactive activities during whole-class sessions so that the children can be fully involved.
33. The governors are fully aware of the problems and the current school development plan includes 'Improvements to the facilities for the Foundation Stage children' as a major priority. They have prudently saved funds in order to build an extension that would provide a useful practical area and outside access for physical development. They also have recently purchased additional equipment. Unfortunately, their plans have been delayed because of building issues that are out of their control. However, they are anxious to get things moving as soon as possible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to extend the learning opportunities for children in the Reception group, the headteacher and governors should:
- (1) Implement the improvements to the building and resources as detailed in the school development plan so that children can select from a range of practical activities during the day

to enhance their creative and physical development and extend their skills of independent learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 15 |
| Number of discussions with staff, governors, other adults and pupils | 13 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 4 | 5 | 4 | 2 | 0 | 0 | 0 |
| Percentage | 27 | 33 | 27 | 13 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [Care should be taken when interpreting these percentages as each lesson represents more than 6 percentage points.

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 33 |
| Number of full-time pupils known to be eligible for free school meals | 1 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 0 |
| Number of pupils on the school's special educational needs register | 2 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 0 |
| Pupils who left the school other than at the usual time of leaving | 0 |

Attendance

Authorised absence

| | % |
|-------------|------|
| School data | 96.5 |

Unauthorised absence

| | % |
|-------------|---|
| School data | 0 |

| | |
|---------------------------|------|
| National comparative data | 93.9 |
|---------------------------|------|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 29 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 2.4 |
| Number of pupils per qualified teacher | 13.7 |
| Average class size | 16.5 |

Education support staff: YR – Y6

| | |
|---|------|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 27.5 |

FTE means full-time equivalent.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | | |
| Other minority ethnic groups | | |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

| | |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 136,191 |
| Total expenditure | 132,041 |
| Expenditure per pupil | 4,127 |
| Balance brought forward from previous year | 8,137 |
| Balance carried forward to next year | 12,287 |

Recruitment of teachers

| | |
|--|--|
| Number of teachers who left the school during the last two years | |
| Number of teachers appointed to the school during the last two years | |

| | |
|--|--|
| Total number of vacant teaching posts (FTE) | |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 33 |
| Number of questionnaires returned | 19 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 32 | 5 | 0 | 0 |
| My child is making good progress in school. | 79 | 21 | 0 | 0 | 0 |
| Behaviour in the school is good. | 74 | 26 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 48 | 47 | 5 | 0 | 0 |
| The teaching is good. | 89 | 11 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 79 | 21 | 0 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 95 | 5 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 89 | 11 | 0 | 0 | 0 |
| The school works closely with parents. | 79 | 16 | 5 | 0 | 0 |
| The school is well led and managed. | 95 | 5 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 79 | 21 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 68 | 32 | 0 | 0 | 0 |

Other issues raised by parents

Parents praised the quality of musical and drama productions at the school.

They feel that the school's extensive links with the community are of great benefit to their children's education.