



Holbeton School

Inspection Report

Unique Reference Number 113252
LEA Devon
Inspection number 279124
Inspection dates 4 July 2006 to 4 July 2006
Reporting inspector Hazel Callaghan AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	The Square
School category	Community		Holbeton
Age range of pupils	4 to 11		Plymouth, Devon PL8 1LT
Gender of pupils	Mixed	Telephone number	01752 830317
Number on roll	98	Fax number	01752 830317
Appropriate authority	The governing body	Chair of governors	Mr Tony Calcutt
Date of previous inspection	5 June 2000	Headteacher	Mr David Clifford

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Holbeton is a small primary school. Only about half of the 99 pupils who attend the school live in the village, with the others living in the surrounding area. The vast majority of pupils come from families of White British descent and no children are in the early stages of learning English as an additional language. Children start school with a range of abilities but most have above-average skills and experiences. A small proportion of pupils have been identified as having learning difficulties and disabilities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Holbeton Primary is a good school with several outstanding features. This view of the school is shared by staff and governors. Relationships at all levels throughout the school are very good and underpin pupils' effective personal development and the very good levels of pastoral care provided. There is an outstanding range of additional activities that enrich the curriculum and, along with good teaching, this stimulates pupils' excellent attitudes to work. Their progress is good and standards at the end of Year 6 are often well above the national average. Leadership and management are good. The accuracy of the school's evaluations of its effectiveness is satisfactory and based on the headteacher's recent monitoring. To improve the school's ability to evaluate its work, a more systematic recording of pupils' assessments has been introduced to better track their progress. Some data, especially from assessments made between Reception and Year 2, is not yet collated, however, and this restricts full and effective analysis of pupils' achievement through the school. Finances are well managed and the school has successfully maintained its high levels of staff and small classes. The provision for children in the Reception class is good but the area outside the classroom has not been sufficiently developed to extend the teaching and learning area available. Links with the local community are strong and the school's partnership with parents is very effective.

Improvement since the previous inspection is satisfactory but it is now moving more quickly, demonstrating that the capacity for further improvement is good. The school provides good value for money.

What the school should do to improve further

- Develop a continuous record of assessments on pupils' attainment from Reception to Year 6 so that information on pupils' progress can be carefully analysed and strengths and weaknesses in learning are identified.
- Develop the area outside the Reception classroom so that it provides additional teaching space and enables a wider range of activities to be developed, especially for children's independent play.

Achievement and standards

Grade: 2

Achievement is good and pupils often attain standards that are well above average by the end of Year 6. Children start school with a wide range of abilities but their skills and experiences are usually above those found nationally. They make good progress in the Reception class. It is usual for standards to be well above those expected by the time they transfer into Year 1. Children are well prepared for the more formal aspects of learning they will meet in Year 1, but would benefit from more extended opportunities to develop their self-organisational skills.

Pupils continue to make overall good progress through Years 1 to 6, but standards and progress are not always consistent because each year group varies in size. It can be as small as five or as large as 20 and this variation creates fluctuations in standards from year to year because the proportion of pupils with learning difficulties and disabilities can change. This makes it difficult to compare standards achieved in each year and previous weaknesses in collecting information on pupils' achievements add to this. Pupils with learning difficulties make good progress, however, and many attain average standards by the end of Year 6 because of the good levels of support they receive. The school usually exceeds the targets it sets for pupils' achievements in English and mathematics each year but sometimes these are not sufficiently challenging because there is insufficient data on how pupils progress from year to year.

Personal development and well-being

Grade: 2

Pupils' personal development is good as a result of their good spiritual, moral, social and cultural development. Pupils really enjoy school and have outstanding attitudes to their learning. Older pupils in particular show interest, high levels of motivation and determination to succeed. Pupils' interpersonal skills are good and relationships are very good throughout the school. Behaviour is good in lessons and during playtimes. Pupils have no concerns about bullying and attendance is above the national average.

Pupils take responsibility willingly and show care for one another. Their contributions to the community are good. Through the School Council, pupils make positive suggestions on how to improve their school community. Pupils have responded very positively to innumerable opportunities to support and help others in the village and much further afield. Pupils know it is important to keep safe, take regular exercise and eat healthily. They enjoy their healthy snacks and physical activity during breaks, and say they feel refreshed afterwards. Pupils make good progress in developing basic skills, such as initiative, perseverance and teamwork that are important for the next stage of their education and in their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching throughout the school is good and this results in pupils learning well. The organisation and structure of lessons are well planned and as a result, lessons usually move along at a good pace. Teachers assess pupils' learning well and this information is used effectively to adapt lessons and set targets for pupils' future learning. Not all this information for all subjects, however, is documented and passed on to the next teacher to ensure that they have a full understanding of pupils' capabilities and skills.

Teachers know their pupils well and provide activities that successfully extend their thinking and understanding. Expectations for pupils' effort and good attention are high and pupils rise to the challenge. Well-trained and experienced teaching assistants

are used well in the support of pupils of all abilities. Teachers usually mark pupils' work carefully and recently introduced marking systems help pupils understand how they are getting on and provide good guidance on how to improve. Not all teachers, however, always follow these systems.

Curriculum and other activities

Grade: 2

The school's curriculum is good and is well matched to pupils' academic needs. It is extended by an outstanding range of additional activities, clubs, residential trips, visits and visitors. The richness and diversity of activities are one of the reasons for pupils' outstanding attitudes to learning. One example of the range of activities is the school's involvement with the Marine Biological Association on a project to research the arrival of alien plant and animal species on the local coast. The school's successful arts curriculum, especially in art, drama and music, is reflected in their Silver Arts Mark Award, and through its regular productions enjoyed by families and the community. A good programme of personal, social and health education promotes pupils' understanding of the need to make healthy choices and develops a wide range of life skills. Very effective links with the other schools, especially those abroad in both France and South Africa, extend pupils' cultural experiences.

Restrictions in the accommodation that affected the curriculum at the last inspection have to a large extent been addressed. The provision for aspects of gymnastics is still a difficulty but is compensated for to a large extent by the very good range of sporting events in which many pupils successfully participate. The curriculum for children in the Foundation Stage is good and meets their academic needs well but the outside area has not been developed and limits the range of learning opportunities, especially for independent learning through play.

Care, guidance and support

Grade: 2

Pupils' care, guidance and support are good. Pastoral care is very good. Pupils' emotional well-being is promoted extremely well and they feel very secure and well cared for. Throughout the school, systems for ensuring pupils' health and safety are good and child protection procedures are secure and well understood by staff.

Procedures for helping the children settle into the Reception class are good and much appreciated by parents. The school provides good quality care and support for pupils with learning difficulties and parents are fully involved and informed. Academic guidance for all pupils is good. Their work is assessed regularly, and pupils are encouraged to evaluate their own and each other's work to better understand how they can improve. This empowers the older pupils in particular and raises their own expectations for how they can achieve. Information from assessments is being recorded more systematically in most year groups than previously and staff are now in a better position to evaluate how well pupils are achieving year-on-year and identify those who may not be making enough progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has high expectations for the school that are shared by staff, governors and parents. There is a strong sense of teamwork and the staff are tireless in their efforts to ensure that pupils feel valued. The school's self-evaluation is satisfactory and there is an appropriate plan for further school improvement. Some data on pupils' previous achievements is missing and the headteacher has introduced good, systematic recording of pupils' assessments so that their progress can be better tracked. Information on pupils' achievements from Reception to Year 2, however, is not yet collected and this restricts full analysis of pupils' progress in each year group. There is an effective programme of monitoring teaching and learning. Subject co-ordinators play a positive part in leading and managing their subjects but not all subjects have a continuous record of how pupils' skills and knowledge are progressing. This restricts a full understanding of standards and progress in these subjects.

Governors are fully involved and manage finances well, enabling the school to maintain its high levels of teaching staff and small classes. This is much appreciated by parents, who willingly raise additional funds for the school. Communications with parents are much improved and both pupils and parents are consulted and their views taken into account when changes are suggested. Plans for the necessary reorganisation of staff and classes next year have been carefully assessed and shared with parents. Improvement since the previous inspection has been satisfactory. Some aspects of the building have been significantly improved but the area outside the Reception classroom has not yet been sufficiently developed so as to extend the teaching and learning area available. The school has secure capacity for its continued improvement under the effective leadership of the headteacher.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children

I am writing to say thank you for making us feel welcome in your school and for helping us with our questions. We really enjoyed chatting to you and found everything you said very interesting. I thought you would like to know what we found out about your school.

What we liked about the school

- You are happy at school and enjoy most of your lessons.
- You get on extremely well with each other and with the adults in the school.
- You behave sensibly and are kind to each other.
- We think you concentrate on your work and try very hard to do well.
- You are given lots of opportunities to take responsibility and you do it well.
- The teachers look after you extremely well and help you feel safe.
- You understand the importance of keeping healthy and safe.
- Teachers help you to understand how you make your work better.
- There are an excellent number of activities for you to enjoy, especially sporting activities, projects and visits.

What we have asked the school to do now

- We have asked the teachers to keep a careful note about how well you are doing so that they can see what you are doing well and who needs a bit more help so that everyone is able to do their best.
- We have asked that the area outside the Reception classroom be made into a more interesting place in which the children can work and play.

Once again, thank you very much for being so polite and helping us when we came to visit you. I hope your parents and friends enjoyed the production of 'Willy Wonka.'

Best wishes

Mrs H Callaghan Lead inspector