

Holsworthy Church of England Primary School

Inspection report

Unique Reference Number	113379
Local Authority	Devon
Inspection number	289603
Inspection dates	12–13 July 2007
Reporting inspector	Laurie Lewin

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	330
Appropriate authority	The governing body
Chair	Michael Reynolds
Headteacher	A D Muller
Date of previous school inspection	1 February 2002
School address	Sanders Lane Holsworthy EX22 6HD
Telephone number	01409 253700
Fax number	01409 254662

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an above average size school. Nearly all of the pupils are White British and drawn from the immediate town area of Holsworthy. The proportion of pupils in the school with learning difficulties and/or disabilities is similar to that in most other schools. When they start school in the Nursery class, most children show attainment that matches the levels expected for this age group.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, with lots of good features. It is improving rapidly and has developed a good capacity for continuing to do so in the future. Strong leadership and management, coupled with very effective use of the local authority intensive support programme, has resulted in the school making good headway in improving pupils' achievement from a low point a few years ago to a satisfactory level now. The school's assessment information shows an increasing proportion of pupils making good progress across the current year, with some of them making very good progress. Pupils now reach average standards, although attainment in reading is still weak at Key Stage 1. The school has adopted good initiatives to address this issue, with clear signs of improvement in pupils' work apparent. Nursery and Reception age group children make sound progress as a result of satisfactory provision and most reach the expected levels by the end of the Foundation Stage.

The coordinators for English, mathematics and science have been a driving force within the programme to improve standards and have helped develop the quality of teaching across the school to a good level. The vast majority of teaching is now good, and sometimes outstanding, and caters well for all groups of pupils. However, a small amount of unsatisfactory teaching occurs where tasks do not match precisely enough with pupils' needs and where the pace of learning is too slow. The school has done good work to implement systems to check how well pupils are progressing. However, pupils are not always sufficiently involved in checking how well they are doing in order to see how they can improve their work.

The school's curriculum provision is good. Staff do an excellent job of planning a wide range of exciting and interesting activities that heightens pupils' enjoyment and boosts their interest in learning. The programme of extra-curricular activities is very extensive and well attended and caters particularly well for promoting sports. Good provision for artwork results in pupils doing well in this subject. Very attractive displays of pupils' work around the school turn the building into a bright and lively place. These displays effectively enhance pupils' learning and celebrate their achievements. Good care, support and guidance provision, including especially good pastoral care, results in pupils showing good personal development, including their spiritual, moral, social and cultural awareness. In particular, pupils feel safe and happy at school. They eat healthily and participate in a wide range of sporting activities to keep themselves fit.

Leadership and management are good. The headteacher, in particular, has led staff and governors very effectively in accurately and rigorously evaluating the school's performance and in devising good quality plans to move things forward.

What the school should do to improve further

- Improve standards in reading at Key Stage 1.
- Improve, where it is unsatisfactory, the quality of teaching to the same good level as found around the rest of the school.
- Involve pupils fully in assessing the quality of their work so as to give them a clear idea about how they can improve.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The school has made significant progress with improving standards and pupils' achievement. Over a three year period, staff have moved pupils' achievement by the end of Year 6 from a position where it was poor to a satisfactory level. This has been accomplished by staff thoroughly embracing all of the initiatives for improvement. Good, and sometimes very good, progress made by pupils, including those with learning difficulties and/or disabilities, is ensuring that they catch up on past underachievement. Although Nursery and Reception age group children make sound progress, they make good progress in their physical and creative development. Pupils reach average standards in writing and mathematics by the end of Year 2, but standards in reading are below average and rightly highlighted by staff as a strong area of focus within current improvement plans. Pupils reach average standards by the end of Year 6.

Personal development and well-being

Grade: 2

Most pupils thoroughly enjoy school and say things like ... 'It's fantasticwe have very kind teachers.....they take us on loads of trips.' Pupils behave well throughout the school both in the playground and in lessons. They mainly show positive attitudes and are keen to do their best. Relationships throughout the school are good and all pupils spoken to said they feel completely safe at school. They do not feel that bullying is an issue and are confident to talk to adults if they have any concerns. Pupils' interaction with the wide range of visitors and people they meet on local trips and the charity fund raising they do result in them having a good awareness of making a contribution to both the immediate and wider community. The recently formed school council is already making a positive impact on helping to improve things within the school. The skilful injection into the curriculum of practical projects, such as those to do with budgeting and consideration of 'Fair Trade' produce, means that pupils gain a good level of skills to help ensure their future economic well-being. While pupils develop mainly good moral, social and cultural understanding, their spiritual awareness is not always developed as much as it could be – with opportunities sometimes missed in assemblies to promote this area to the fullest extent. Pupils' attendance rates have been negatively affected by such things as a flu outbreak and parents taking term time holidays. Despite this, current attendance levels are satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Staff have strong relationships with pupils and use these well to instil a sense of confidence in learning in pupils. As a result, pupils are generally eager to get on in lessons. The full development of effective systems to track pupils' progress means that teachers have a clear view about pupils' needs. They plan their lessons accordingly to match tasks precisely to the needs of all groups, including for pupils with learning difficulties and/or disabilities, and this results in all individuals making good progress. In some lessons seen, the high grade precision of matching tasks in this way resulted in pupils making very rapid progress and displaying lots of motivation. However, in a small amount of unsatisfactory teaching seen, the opposite was true and the same work presented to all pupils over too long a period of time meant that their

progress was too slow. Teaching assistants work well in support of individuals or groups of pupils. They are well briefed and trained for the tasks they carry out. Sound, and sometimes good, teaching for Nursery and Reception age group children ensures they make satisfactory progress with their learning.

Curriculum and other activities

Grade: 2

The school's curriculum is fully enriched by the wide range of extra activities that are provided. Strong links that the school makes with partner organisations and the extensive range of trips, visitors and the chances to participate in sports events all serve to boost pupils' learning. Staff successfully plan the curriculum to maximise pupils' enjoyment in learning. Personal, social and health education programmes are well embedded in the curriculum and make a good impact on promoting pupils' personal development. All of the areas of learning for the Nursery and Reception children are covered in full with some good provision for children's creative and physical development that helps them progress well in these areas. The school has moved forward well in upgrading all of its information and communication technology provision. However, there is still insufficient provision made in this area at Key Stage 1.

Care, guidance and support

Grade: 2

The school is extremely vigilant in ensuring pupils' safety and all procedures, including those to ensure child protection, are fully in place. A consistent approach by staff to setting high expectations for pupils' attitudes and behaviour makes a strong impact on encouraging pupils to behave well and develop positive and responsible attitudes. Staff have a good knowledge of pupils' individual needs and cater sensitively for these. Where problems occur, the headteacher and the staff are extremely thorough in investigating and following up with appropriate support as required. The support and guidance to aid pupils' academic development is satisfactory. While teachers have developed good systems to assess pupils' progress, they do not always involve pupils sufficiently in the process of establishing clear targets to help them improve. Marking in English is good, but in mathematics it does not give pupils sufficient guidance about how to move ahead with the next steps in their learning.

Leadership and management

Grade: 2

The headteacher has led the staff well in isolating the main weaknesses in the school's performance and in targeting these areas precisely with initiatives to bring about improvement. Their precision in this respect has been brought about by putting in place systems that keep a close check on how well pupils are progressing and their careful analysis of the information gained. The school rightly recognises that the next stage in evolving the assessment systems is to find ways of involving pupils to a greater extent in evaluating their own progress and in setting targets. The initiatives put in place by the headteacher and the staff, including the way that they have fully embraced the support of the local authority team, have impacted especially well on improving the quality of teaching and in turn the standards of pupils' work and their achievement. With the good provision now mainly established across the school, there is much potential for pupils' achievement to keep on improving so that good teaching will eventually

synchronise with good achievement. Governors work well and fully involve themselves in monitoring progress and planning the school's development.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 July 2007

Dear Children

Inspection of Holsworthy Primary School, Holsworthy EX22 6HD

- I am writing to let you know how much we enjoyed coming to visit your school. Thank you for making us so welcome and helping us during the school's inspection. The school is doing a satisfactory job. The headteacher, staff and governors have worked well to improve things in recent years. Here are some of our inspection findings:
- Your achievement as you move through the school is satisfactory and many more of you are starting to make good progress now.
- Your personal development is good and you told us that you feel safe and secure at school.
- You have a good curriculum and your teachers work very hard to make it exciting and interesting for you.
- Your teachers do a good job of teaching you. You told us, 'Our teachers are really kind and try hard to make the lessons interesting and fun.'
- The school does a good job of making sure you are safe and that there is always someone available to help with any problems.

To improve further, the school should now:

- Help those of you in Key Stage 1 to improve your reading even more.
- Ensure that work given to you in all lessons matches with your needs and helps you to progress at a good pace.
- Find ways to involve you more in understanding how well you are progressing and in identifying ways for you to improve your work.

Thank you again for being so helpful and friendly when we came to see you.

Laurie Lewin Lead Inspector