

# Holmes Chapel Primary School

## Inspection report

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<b>Unique Reference Number</b>	111035
<b>Local Authority</b>	Cheshire East
<b>Inspection number</b>	337612
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Brian Padgett HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joanna Longman
<b>Headteacher</b>	Mr P Rowbotham
<b>Date of previous school inspection</b>	27 November 2006
<b>School address</b>	Middlewich Road Holmes Chapel Crewe CW4 7EB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The proportion of time spent looking at pupils' learning comprised approximately one third of the time available to inspectors; they visited 14 lessons, saw 12 teachers teaching and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at documentation provided by the school, including records of pupils' progress, safeguarding documents, records of pupils with special educational needs, and the school's plans for further development. One hundred and twenty four questionnaires from parents and carers were analysed along with 100 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and progress of pupils in Key Stage 2
- how well pupils with additional needs are provided for, including those with special educational needs and/or disabilities
- pupils' performance in mathematics.

## Information about the school

The school is a large primary school. It serves Holmes Chapel and the surrounding district. The vast majority of the pupils are White British. A small proportion of the pupils, much lower than the national average, are eligible for free school meals. Eight per cent of pupils are identified as having special educational needs and/or disabilities, including a small number of pupils with statements of special educational needs.

The school has the Basic Skills Quality Mark, Eco School (Silver) and National Healthy School awards.

The school shares its site with the Holmes Chapel Community Pre-School. The pre-school is managed privately. It was inspected the day following the school inspection and its report can be found on the Ofsted website.

Before- and after-school childcare for the pupils is provided off-site through a shared arrangement with other local schools. This provision was not inspected.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It is a positive and welcoming school where pupils enjoy learning and make good progress. It is outstandingly effective in helping to shape well balanced and mature young people. It provides exciting learning opportunities for pupils, and skilled and caring teachers and support staff. It is very well led and governed and gives outstanding value for money. Parents are very satisfied with what the school provides for their children.

Pupils from all backgrounds and a wide range of abilities settle quickly and achieve well. Standards, as a whole, are above the average and where pupils have special educational needs, they make good progress from their starting points. Children settle well in Reception. However, certain aspects of provision such as that for outdoor play require further improvement. Pupils enjoy very good relationships with their teachers and with support staff. Teachers provide lessons and learning experiences that successfully capture the interest and imagination of all pupils and which promote a genuine love of learning. Teaching quality is high. Teachers have considerable expertise and subject knowledge. The results of the good learning are evident for all to see in the range and quality of pupils' work that is displayed throughout the school. Behaviour is excellent; an outcome that is strongly influenced by high levels of pastoral care and guidance, and the importance the school attaches to pupils' personal development.

The headteacher's outstanding vision and ambition for the school, and for the village, as learning communities, have borne fruit. The school provides an exceptionally rich curriculum that serves pupils well now and is intended to do so into their future life. The school reaches out to other schools, to parents and to community partners in innovative ways, of rare quality and effectiveness.

The recent performance of the school has given some cause for concern. For a time, since the last inspection, pupils' performance in the end of Key Stage 2 national tests appeared to fall to broadly average, indicating pupils were no longer making good progress. However, the school remains in good hands. The governing body and senior staff have taken decisive, effective measures to restore standards in basic skills, and, although for various reasons, recovery in standards took longer than expected, the school is now firmly back on track. Leadership at all levels is strong. The school's administration and financial affairs are well managed. Governance is particularly good. There is growing confidence among staff that the school can improve on what is an already high quality of provision. The structures to support and monitor improvement are securely in place and the school is judged to have a good capacity to improve further.

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## What does the school need to do to improve further?

- Improve the quality of provision within the Early Years Foundation Stage (Reception) by:
  - further extending and improving the quality of the outdoor provision
  - improving the quality of the role-play areas and increasing opportunities for children to develop their creative skills.

## Outcomes for individuals and groups of pupils

**2**

Taken as a whole, pupils make good progress and achieve well academically and very well in their personal growth. Overall, their attainment is above average. They very much enjoy lessons and all the other activities provided by the school. Pupils have a good attitude to learning. Attendance at the school is high. In lessons, pupils pay close attention to their teachers and respond promptly and thoughtfully to their questions. They take a pride in their work. Their work in exercise books is of good quality and standards of presentation in work for display are very high. Attainment in the core subjects of English and mathematics is above average, as are the standards in other subjects of the curriculum, such as in art and geography. Learning is enhanced by a willingness of pupils to follow-up their work at home. End of key stage test results have remained above average at the end of Key Stage 1. However, after the last inspection, results at the end of Key Stage 2 fell. Pupils' work observed during the inspection suggests that attainment in the core subjects has fully recovered.

Pupils make outstanding progress in their personal development, including their all-round spiritual, moral, social and cultural development. The success of the school in promoting pupils' personal development, cooperation between pupils and their enjoyment of school are aspects that parents value most highly. Pupils' knowledge and understanding of how to stay safe and healthy are well developed. They willingly take on responsibilities, particularly where the older pupils look out for the younger ones. Above average standards prepare them well for future economic well-being. However, the development of skills and attitudes to prepare them for life beyond school raises this aspect of outcomes for pupils to an outstanding level.

Pupils who have special educational needs and/or disabilities and those who are less able make good progress. Although the school has relatively few pupils with special educational needs and/or disabilities, the range of special needs is wide. Such pupils receive individual support carefully tailored to their needs, delivered generally by teaching assistants. Where it is possible to group pupils with common learning difficulties, this is done, to make the best use of resources.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Very good relationships between staff and pupils underpin the school's excellent ethos. Teachers and teaching assistants know the pupils very well, as individuals. Teamwork between teachers is very good; for example, pairs of teachers in each year group plan together, gaining from each other's expertise. The teaching observed was of good quality, although teaching of the highest quality was seen. There are many strengths of the teaching, such as the careful match of work to pupils' differing abilities, the good use of interactive whiteboards and the involvement of pupils in assessing their work. There is widespread use of role play and drama, and the teaching of subjects through themes and projects that capture the imagination and interest of pupils. Literacy and numeracy skills are taught thoroughly. Teaching assistants are very effective in providing for the pupils with special educational needs and/or disabilities and those pupils who fall behind with their work. Many parents give freely of their time to help in hearing pupils read, for example, and in supporting residential visits.

The curriculum is exceptionally strong. It provides an outstandingly broad, balanced and relevant curriculum. It has benefited from the vision of the headteacher; for example, to provide pupils with learning experiences that will promote the development of resourcefulness and resilience in pupils. The school has embraced new ideas for many years. The result is a curriculum, rich in all aspects for all pupils, that provides challenge and interest. There are many curriculum opportunities for pupils outside of the classroom, with other schools, within the community and further afield. The school provides a wide range of extra-curricular activities and works closely with other schools in the community to provide childcare for working families.

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The care, support and guidance for pupils are of the highest order. They are well illustrated in the school's care and support for vulnerable pupils: particularly those with special educational needs and/or disabilities. There is a wide range of special need, including disabled pupils. They are fully included in all the school's provision. Parents and carers are closely involved. Early assessments are made and there are good links with outside agencies. Individual programmes of support are constructed and implemented with meticulous care. Record keeping is excellent. Transfer to secondary school is very carefully prepared.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher provides a strong sense of purpose for the school and an ambition to provide pupils with an education that will prepare them for the future. His vision is broad and embraces families and the whole community. He has the full backing of staff and the governing body. The school's partnerships, including those with parents and carers, are wide ranging and effective and characterised by innovate, bold thinking. For example, pupils choose to learn in 'Academies', where organisations outside of school, such as the police and the Women's Institute, lead on learning. There is a 'Parents' Forum', led by a parent governor, to ensure the participation of parents and carers in the school's future direction.

The school is very inclusive, promoting equal opportunities and tackling discrimination in any form well. Leaders and managers promote community cohesion effectively, and pupils are keen to welcome others into their school community. Arrangements to ensure the safeguarding and protection of children are robust and meet requirements.

There have been significant staffing changes since the last inspection. Staffing has now settled. A strong management team of headteacher, deputy headteacher and middle leaders has developed, which has made substantial improvements to the tracking of pupils' progress, to the monitoring of teaching and learning, and to raising the quality of provision in core skills. Morale in the school is strong. Governance is very good. The governing body is highly effective in its support for the school. It has good knowledge of the school's strengths and the areas it wishes to develop further. It is rigorous in holding the professionals to account for their performance. Individual governors bring a wide range of expertise to their roles.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The Early Years Foundation Stage comprises two Reception classes that work closely together. Most children enter Reception having had pre-school experience, notably in the private pre-school and nursery on the school's site. They enter Reception with levels of learning and development above those of most children of their age, but with considerable variation from year to year. Overall, children make good progress and leave for Year 1 having achieved and often exceeded the goals for early learning that are desirable to access the National Curriculum. The high standards of care seen in the rest of the school begin in Reception. Children settle quickly and enjoy school. The outdoor provision has been improved since the last inspection. Staff and children make the best use of the available space. However, too many compromises have still to be made because of the restricted space and landscapes available to children, particularly for boys. Indoor provision is satisfactory. Children enjoy a wide range of activities that cover all the areas of learning with many opportunities for free play and for managed activities. Teachers plan well, basing plans on children's interests. They assess and record children's progress well, sharing information with parents and carers. Children make a sound start to early reading, writing and mathematics. Provision in the Early Years Foundation Stage is under review and under new leadership and management. Areas for development are to raise the quality of the role-play area (there are excellent models within Key Stage 1) and to raise the expectation of what children can achieve independently.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers are very satisfied with the school. They appreciate what it does for their children and how it works to help them develop into well balanced young people. Individual parents and carers have particular concerns, but no single concern is common, and most respondents accept that the school listens to their concerns, including through the Parents' Forum. However, the substance of parents' and carers' concerns was shared with the school. A small number of parents and carers had begun to worry that standards were falling, particularly in mathematics: they should be reassured by the findings of the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holmes Chapel Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 124 completed questionnaires by the end of the on-site inspection. In total, there are 375 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	61	47	38	1	1	0	0
The school keeps my child safe	79	64	43	35	0	0	0	0
The school informs me about my child's progress	55	44	61	49	7	6	1	1
My child is making enough progress at this school	54	44	62	50	6	5	1	1
The teaching is good at this school	69	56	51	41	1	1	0	0
The school helps me to support my child's learning	58	47	60	48	5	4	0	0
The school helps my child to have a healthy lifestyle	75	60	45	36	2	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	47	55	44	1	1	0	0
The school meets my child's particular needs	54	44	58	47	7	6	1	1
The school deals effectively with unacceptable behaviour	45	36	69	56	4	3	1	1
The school takes account of my suggestions and concerns	50	40	63	51	6	5	0	0
The school is led and managed effectively	69	56	50	40	1	1	1	1
Overall, I am happy with my child's experience at this school	75	60	46	37	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 March 2010

Dear Pupils

Inspection of Holmes Chapel Primary School, Crewe, CW4 7EB

You may remember the recent visit of inspectors to your school. As lead inspector, I am writing to you to tell you how we judged the school from the evidence we collected over the course of the inspection. But first I wanted to thank you, on behalf of the inspection team, for the courtesy you showed to us and the help you gave to us during the inspection. In particular, I would like to thank those pupils to whom we spoke during lessons and in meetings. What you said helped shape our views of how well the school provides for you.

We judge your school to be a good school. In several aspects it is outstanding, such as in its care and guidance for you, and in the excellence of the curriculum. In the hands of your teachers, the school's curriculum makes learning full of interest and excitement and prepares you very well for the future. As well as congratulating all the adults who work within the school for what they have achieved, you, the pupils also deserve congratulations. We saw and heard about how much you enjoy school. We saw, too, how well you behave, how you try your best and how well you get on together and support each other. Yours is a very happy school. No wonder then, that your parents are very satisfied with the education you receive.

Before we came to the school, we were concerned that you might not be doing as well as you could. I am pleased to say that this is not the situation we found. You are making good progress whether you find learning difficult or easy. You are being taught the basic skills well and you are being given the broader skills and understanding that should sustain you into your adult lives.

Even in schools as good as yours, there is always something to improve on. We were not able to tell Mr Rowbotham, the governors and teachers anything much that they did not already know and that they were not already working to improve. We did think that provision for the youngest children in Reception should be improved in some ways and we look forward to seeing all the work to raise standards in mathematics translate into better results in the national end of Key Stage 2 tests.

On behalf of the inspection team, we hope you continue to thrive and continue to enjoy your time at school.

Yours sincerely

Brian Padgett

Her Majesty's Inspector

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