

Holme Primary School

Inspection report

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| Unique Reference Number | 112179 |
| Local Authority | Cumbria |
| Inspection number | 337859 |
| Inspection dates | 16–17 March 2010 |
| Reporting inspector | Gillian Salter-Smith |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 106 |
| Appropriate authority | The governing body |
| Chair | Mrs Patricia Berry |
| Headteacher | Mrs Maria Gettel |
| Date of previous school inspection | 13 March 2007 |
| School address | North Road Holme Carnforth LA6 1QA |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors saw six teachers during 10 classroom visits. They held meetings with governors, staff, groups of pupils and the School Improvement Partner. They observed the school's work and looked at pupils' work in their books, the self-evaluation form, the school improvement plan, assessment information of pupils' progress, the community cohesion policy and policies, and documents relating to the school's safeguarding arrangements. Questionnaires that were scrutinised included 65 from parents and carers, 61 from pupils and nine from staff.

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

- effectiveness of teaching, especially challenge for the more able pupils and teaching in Key Stage 1
- progress and achievement, especially of the more able pupils
- effectiveness of assessment, tracking of pupils' progress and the setting of targets for individual pupils
- whether care, guidance and support are outstanding, especially for pupils with special educational needs and/or disabilities
- effectiveness of leaders in bringing about improvement.

Information about the school

Holme Primary is a small village school. The proportion of pupils eligible for free school meals is well below average. Most pupils are from White British backgrounds and a very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion of those with a statement of special educational needs is well above average. A very small number of pupils are looked after by people other than their parents. Awards held by the school include Healthy Schools and Activemark.

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

Holme Primary is a good school. It provides a very supportive environment in which most pupils enjoy learning, feel safe and happy and develop into thoughtful and responsible young people. The headteacher is well supported by staff and a strong governing body. They work well as a team with focused determination. They are succeeding in raising pupils' achievement and improving provision so that pupils are well prepared for the next stage of education and develop a good range of interests.

Pupils achieve well and make good progress relative to their starting points because they are well taught and a good curriculum enables them to succeed in a broader range of activities such as music, art and sport. Pupils' attainment is broadly average overall and is rising. Attainment in reading is a real strength and has become stronger as a result of closer monitoring of pupils' progress, making reading more enjoyable and accessible for more pupils, especially boys. Attainment in writing is relatively weaker and, as a result, the school is taking effective action to improve writing. Carefully considered targets for every pupil and opportunities to write about interesting and stimulating topics are leading to rising standards in writing. Opportunities for pupils to evaluate their writing and make improvements are less well developed. The progress of pupils with special educational needs and/or disabilities, those who speak English as an additional language and pupils deemed to be more vulnerable is particularly strong. Staff go that extra mile to make sure that pupils' and their families' needs are met. The school provides these pupils with high levels of pastoral care in partnership with many local support agencies. Support for pupils' academic progress is carefully targeted towards individual needs.

Children make a good start in the Reception class. The outdoor learning environment for the Reception class, although used regularly, is limiting in its scope for the full range of activities. Some day-to-day classroom routines have not yet been consistently embedded so some time is lost encouraging children to follow these.

Since the previous inspection, leaders have tackled the areas identified for improvement rigorously and effectively, demonstrating a good capacity to improve further. Provision and progress in Key Stage 1 is now good. The improved arrangements for tracking pupils' progress are resulting in teaching that is more tightly focused on individual needs. Rigorous monitoring and evaluation by the headteacher and governors is helping to identify the right priorities for improvement. Subject leaders have not fully developed their role in driving up standards in their areas of responsibility.

What does the school need to do to improve further?

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- Raise pupils' attainment further, especially in writing, by:
 - ensuring greater involvement of pupils in assessing their own learning
 - providing more well-structured opportunities for pupils to talk about their work to each other.
- Further develop the role of subject leaders in driving up attainment by:
 - developing their monitoring and evaluation skills further
 - providing them with more opportunities to carry out their monitoring role.
- Further improve the effectiveness of Early Years Foundation Stage provision by:
 - improving the quality of the outdoor environment
 - ensuring a consistent approach to encouraging children to follow classroom routines.

Outcomes for individuals and groups of pupils**2**

Pupils behave well and they concentrate hard in class, even in a cramped or 'cosy' classroom, as it is known by pupils. Pupils cooperate well in pairs and groups and enjoy the increasing opportunities they are given to talk to each other about their learning. They respond well to teachers' questions and most pupils are happy to give their answers and are ready to explain their points of view. Most pupils work well independently and are developing into confident learners. They are keen to succeed and find their individual targets especially helpful when they are thinking about what they should do to improve their work.

All pupils, including those with special educational needs and/or disabilities, make good progress and attainment is rising compared with recent years. The dip in attainment over the past two years was, in part, due to a high proportion of pupils facing significant barriers to their learning. However, in 2009 most pupils met their challenging targets and almost all current Year 6 pupils are on track to achieve or exceed their targets. The school analyses pupils' progress closely and takes effective action that leads to improvement. The better use of assessment information to ensure that tasks are matched to pupils' needs, particularly those of the more able, has helped to ensure that more pupils are reaching the higher levels of attainment in mathematics and writing across the school.

Pupils' enjoyment of school and all it has to offer is reflected in consistently good levels of attendance. Pupils take their many responsibilities in school seriously. Play leaders are keen to help others and older pupils enjoy supporting the younger children in assemblies. Pupils are very keen to raise funds for a variety of charities. They enjoy meeting people in the local community through church activities, performances for older people and getting involved in the local bowling club. Pupils are well aware of what constitutes a healthy diet and many participate in extra sporting activities. Pupils are developing a good awareness of people different from themselves through the links with schools abroad. Links with schools in areas of the United Kingdom very different from Holme village are developing.

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

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These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| 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 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Pupils respond well to teachers' high expectations of learning and conduct. Lesson activities are varied and interesting and involve pupils actively in learning most of the time. The pace of learning is good. Activities are challenging and usually well matched to different needs, including those of the more able pupils. The purpose of lessons is clear to pupils and teachers' frequent reference to success criteria and pupils' personal targets helps pupils to know exactly what to do to succeed. Pupils' work in their books is marked helpfully so that they know how well they have done and how to improve. Pupils are not yet responding fully to teachers' guidance. Assessment and tracking of pupils' progress has improved and this information is used very effectively to identify possible underachievement and provide additional support that helps pupils to catch up and achieve well.

Pupils are beginning to be involved in assessing their own and each other's work. There are increasing opportunities for pupils to talk to each other in a well-structured way about their work, which is increasing their confidence as learners. However, these positive features of learning are not yet consistently part of everyday practice across the

¹ 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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school. In occasional instances of satisfactory teaching, tasks are not well matched to different needs.

A well-planned curriculum supports personal development well. Well-chosen, exciting topics with plenty of visits and visitors to school stimulate learning. Staff plan for progress and improvement in literacy, and information and communication technology skills within these topics effectively. The school is well placed to take the next steps in developing a whole-school plan that embraces this creative approach to curriculum planning and ensures that numeracy skills are similarly interwoven into planning. A good number of pupils benefit from taking part in extra-curricular activities, which include music and sport.

Pupils are well cared for and feel safe in school. Staff know them and their families well and respond promptly to any concerns that may be raised. Case studies of a number of more vulnerable pupils show how clearly targeted support for individuals has helped them to overcome significant barriers to learning. This ensures that they have full access to all the school has to offer and, as a result, make good progress.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has high expectations of staff, pupils and herself. There is a clear focus on improvement shared by staff across the school. Strong partnerships with parents and carers, other schools and local providers of support for families and their children all contribute to the school's effectiveness in providing well for every pupil. Governors contribute to rigorous monitoring that helps identify the right priorities for the school. Subject leaders are in the early stages of developing their role in fully monitoring the work of their areas and driving through improvements. Well-focused in-service training and professional development, well supported by the local authority, are resulting in improvement. For example, more precise setting of targets for individual pupils in writing, reading and mathematics is helping to accelerate progress. More frequent monitoring of pupils' progress has increased the accountability of each class teacher for the progress of every pupil in the class.

Governors hold leaders to account well and play an active role in supporting the day-to-day work of the school. Governors are a strong group that have taken the initiative in bringing about a number of improvements, such as pre-school induction arrangements and an annual forum for parents and carers. Governors are conscientious

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in reviewing arrangements for health and safety. They ensure that statutory requirements are met for safeguarding pupils. Child protection arrangements are securely in place and staff and governors have undergone the required training.

The school is highly inclusive and does a great deal to ensure that all pupils, whatever their circumstance, background or needs, are well provided for and enabled to succeed. The school tracks the progress of different groups of pupils carefully and takes action to help close the gap between different groups. For example, more pupils are now reaching the higher levels of attainment and boys' reading and writing is improving. The school is a harmonious community, and does much to raise pupils' awareness of people from different cultures and backgrounds. A clear policy for community cohesion is in place. Evaluation of the policy has resulted in further action to link with schools in different areas of the United Kingdom, and provide pupils with further experiences of people from a variety of backgrounds.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children settle into the Reception class quickly because of the very good arrangements for introducing children and their parents and carers to the school. Children play and learn happily alongside each other and they respond enthusiastically to the well-planned range of activities. There is a good balance of activities led by adults and those that children pursue for themselves. The outdoor area is used regularly, but the physical nature of the environment is not conducive to encouraging development in all areas of learning.

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

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Adults work well with children, using open questions and talk to develop their thinking. On some occasions there is not a consistent approach to classroom routines and time is lost encouraging children to follow these. Children's progress is tracked carefully and this information is used to ensure that children, including the more able, are suitably challenged. Parents and carers are closely involved in supporting their children's development and arrangements for assessing and recording each child's progress in an individual 'learning journey' booklet is particularly effective, and appreciated by parents and carers. Children with special educational needs and/or disabilities, those in the early stage of learning English as an additional language and those considered to be more vulnerable are very well cared for and supported and, consequently, make good progress.

Leaders ensure that children are suitably safeguarded and that welfare requirements are met. Close monitoring of progress by leaders has led to effective action being taken in improving children's performance in linking sounds and letters and in mathematical development. Consequently, children make good progress in relation to their starting points in all areas of learning. Currently, children are on track to meet the national expectations in most areas of their learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

A higher rate than is usually found in many schools, returned questionnaires. Most parents and carers support the work of the school. They appreciate the caring and supportive environment that means their children are happy in school and feel part of a family community. Inspectors agree with parents' and carers' positive comments. A very few parents and carers expressed concerns about the management of behaviour in some classes, the provision for pupils with special educational needs and/or disabilities and the supervision at break times. The management of behaviour and pupils' attitudes to learning were seen by inspectors to be good and supervision of break times was effective. Inspectors found the provision for pupils with special educational needs and/or disabilities to be very carefully planned and effective.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holme 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 inspector received 65 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 6 | 40 | 8 | 53 | 0 | 0 | 1 | 7 |
| The school keeps my child safe | 6 | 40 | 9 | 60 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 4 | 27 | 10 | 67 | 1 | 7 | 0 | 0 |
| My child is making enough progress at this school | 4 | 27 | 10 | 67 | 1 | 7 | 0 | 0 |
| The teaching is good at this school | 5 | 33 | 9 | 60 | 1 | 7 | 0 | 0 |
| The school helps me to support my child's learning | 7 | 47 | 7 | 47 | 1 | 7 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 7 | 47 | 8 | 53 | 0 | 0 | 0 | 0 |
| 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) | 4 | 27 | 7 | 47 | 1 | 7 | 0 | 0 |
| The school meets my child's particular needs | 3 | 20 | 11 | 73 | 0 | 0 | 1 | 7 |
| The school deals effectively with unacceptable behaviour | 3 | 20 | 9 | 60 | 3 | 20 | 0 | 0 |
| The school takes account of my suggestions and concerns | 4 | 27 | 7 | 47 | 4 | 27 | 0 | 0 |
| The school is led and managed effectively | 6 | 40 | 3 | 20 | 5 | 33 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 4 | 27 | 9 | 60 | 2 | 13 | 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



Dear Pupils

Inspection of Holme Primary School, Carnforth, LA6 1QA

Many thanks to all of you for the warm welcome you gave to me when I visited your school with a colleague this week. We enjoyed talking to many of you and seeing all of you hard at work in lessons.

You are right to be proud of your school. It is a good school that is improving all the time because the leaders and governors look closely at how everything is going and work out what more needs to be done to help you all to do well. You are one of the school's greatest assets. You enjoy learning and are keen to do well. You enjoy taking on responsibilities in school and it was good to hear how many of you look out for each other and are there to help if anything goes wrong. Most of you behave well and feel happy and safe in school. Many of you enjoy healthy school lunches and you are very aware of what food, exercise and rest is good for you. The staff in your school know every one of you very well and they are ready to 'go that extra mile' to take good care of you and help all of you to be happy in school and ready to learn. You make good progress and achieve well because you are well taught. You do especially well in your reading, and standards in writing and mathematics are improving, although there is further to go in writing. I was very interested to hear how you find most lessons fun and interesting and that many of you like having individual targets to aim for.

There are a few things that your school has agreed to make better. These include:

- your attainment in writing
- giving you more chances to discuss your work with each other in a sensible way
- making sure that you spend more time assessing your own and each other's work to help you understand even better how to improve
- giving leaders of different subjects more help and opportunity to work out how best to make improvements
- the quality of the outdoor area of the Reception class
- helping children in Reception to follow some of the daily routines more readily.

You can help by continuing to attend school well, working hard and enjoying all that you do in school.

Yours sincerely

Mrs Gillian Salter-Smith

Lead Inspector

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