

Holbeton Primary School

Holbeton, Devon, PL8 1LT

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The experiences children have in Reception give them a good start to their education.
- By the end of Year 6, pupils' standards in writing and mathematics are above average.
- Pupils make good progress in their academic learning and achieve well throughout the school.
- Disabled pupils and those with special educational needs make good progress.
- The teaching of reading has improved; pupils make good progress in their early reading skills.
- Pupils' comprehensive understanding of how to stay safe is preparing them well for life beyond school. They feel safe and well looked after.
- Pupils behave well and are highly encouraging of each other. They are proud of their school and enjoy the wide range of curriculum trips and visits arranged to support their learning.
- Leaders, including governors, have ensured that the school's effectiveness has remained good since the previous inspection. They have a shared vision of all pupils achieving their full potential. As a result pupils achieve well throughout the school.

It is not yet an outstanding school because

- Staffing changes disrupted the progress of some pupils who have not all secured rapid progress over time.
- A small minority of parents and carers feel that their children could make better progress. They would like leaders to consult them more regularly about the work of the school's work.
- Checks to ensure pupils correct their work are not always rigorous. In mathematics, pupils do not always make corrections when they have made mistakes in their work.
- Leaders with a subject responsibility do not always have enough opportunities to check on the impact of the changes they lead.

Information about this inspection

- The inspector observed teaching and learning in seven lessons, one of which was jointly observed with the headteacher.
- Discussions were held with the headteacher, other leaders in school, members of the governing body, a range of pupils and a representative from the local authority.
- The inspector took account of the 39 responses to the online questionnaire, Parent View. The views of parents and carers were taken into account. The inspector held discussions in the playground and took into account two letters from parents and carers received during the inspection. Ten staff questionnaires were also taken into account.
- A range of documentation was reviewed. This included information about the achievement of pupils across the school, the school's view of its effectiveness. Additionally the school's development planning was examined.
- The school's records relating to the quality of teaching, behaviour and attendance and documentation relating to safeguarding were examined. Minutes of the governing body were reviewed. Information and evidence relating to the sports premium and pupil premium funding were examined.
- The inspector listened to a group of pupils reading and observed the quality of early reading skills. He looked at pupils' work from across the school and spoke to pupils informally during their learning in class and while playing in breaks.

Inspection team

David Storrie, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is significantly below the national average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action plus or with a statement of special educational needs is significantly below the national average.
- There were too few pupils in last year's National Curriculum tests for Year 6 to report on the government's floor standards. These are the minimum standards for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Following a long period of staff stability, the last year has seen a number of experienced staff leave the school. This included a highly experienced subject leader who left midway through the current academic year. A number of new staff have joined the school as a result.
- Pupils experience a monthly trip to the local woods to apply their learning outdoors.
- A new Chair of the Governing Body and vice chair took up their roles in September 2013.

What does the school need to do to improve further?

- Improve teaching and pupils' achievement so that it is typically outstanding by:
 - ensuring pupils act on guidance given to them by teachers so they can identify and remedy mistakes in their work, particularly in writing and mathematics
 - working with parents and carers to identify ways they can have a better understanding of the progress their children are making in their learning
 - developing more opportunities for parents, carers and school leaders to communicate about school improvements and changes being made at the school
 - ensuring leaders with a subject responsibility have more time to check how well the changes they introduce help drive the rapidity of pupils' achievement.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good. During their time in the school they make good progress and by the time they leave the school they reach standards above those expected for their age. They are well prepared for their next stage of education.
- Children enter the Early Years Foundation Stage with skills which are typical for their age. They make good progress due to the high expectations and the close match of learning activities to meet their individual needs.
- Children are more confident readers due to an increased focus on reading skills. This has raised the standards being reached across the school. In the 2013 phonics screening check a below average proportion of pupils achieved the expected level. This has substantially increased this year. Year 2 pupils have made excellent progress in their reading skills and all had met the standard by Christmas 2013. Pupils use their knowledge of phonics (the sounds letters make) well when they are both reading and writing.
- The school has high expectations for pupils' progress across all key stages. Standards in reading, writing and mathematics are rising as a result. Pupils of all abilities make good progress in Key Stages 1 and 2. More-able pupils make similarly good progress to their peers. They are well challenged and have learning activities that stretch their thinking and skills.
- A minority of parents and carers in Years 5 and 6 rightly expressed concern about the slower progress of their children as a result of staffing changes this academic year. However, leaders have checked this and acted quickly to ensure the vast majority of pupils are back on track and making good progress during their time at the school. Year 6 pupils have made particularly rapid progress during their time at the school and as a result have attained highly in the 2014 end of key stage assessments.
- Disabled pupils and those with special educational needs, like their classmates, make good progress. This is because they receive carefully planned additional support. This additional help and guidance from well-targeted staff help them develop their basic literacy and numeracy skills, and promote their social and emotional development. This demonstrates the school's commitment to equal opportunities.
- There are less than five pupils who are eligible for the pupil premium. It is not possible to make a secure judgement about their progress compared to others in school or nationally

The quality of teaching is good

- The quality of teaching is good. Pupils enjoy school and are proud of their achievements.
- Reading is taught well. The priority given to the teaching of phonics ensures pupils read well and spell with confidence through the school.
- Pupils' interests are used well to ensure they engage in their learning, particularly in the Reception class. Children were observed particularly enjoying learning in the improved outdoor learning area and conducting a 'grapheme hunt' for particular sounds.
- Teaching assistants make a very positive contribution to the learning of pupils of all abilities. They are highly skilled and complement the work of teachers very effectively.
- The school has high expectations of what pupils can achieve and pupils make good progress in their learning as a result. However, checks to ensure pupils correct their work are not always rigorous. This is particularly evident in mathematics. Pupils do not always check their work or act on advice from teachers' marking.
- Pupils know what is required of them and are keen to do well. They have challenging targets which stretch their learning and ensure good progress for all groups of pupils.
- Pupils learn well because their work is planned according to what they understand, know and can do, for example when engaging in quick recall of mathematical time-tables and calculations. Pupils are keen to beat their own 'personal best' when engaging in this quick recall of

mathematical facts. Outdoor teaching makes a considerable impact on each pupil's personal and academic achievement. In part this is due to the spiritual, moral, social and cultural development which significantly enhancing the curriculum. Teachers and sports coaches motivate pupils to participate in a variety of sports. Staff help pupils understand the world around them with visits to the beach, the woods and the school garden.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This contributes to their good learning in classrooms. Pupils wear their uniform with pride and are proud that they attend their school. As one pupil said, 'I love my school because it is small and a real community.'
- Pupils typically respect and support each another both in the classroom and when in the playground. During a break-time football game pupils gave positive encouragement, shouting 'Well done, that was a brilliant shot!' This was also true of when pupils were taking part in competitive sports in games lessons.
- Pupils have a positive attitude to their learning and are 'willing to have a go' when they are questioned or given challenging work. Pupils do not always show a deep thirst for learning by ensuring they take responsibility for acting on all the written guidance teachers give them.
- A small minority of parents and carers say that behaviour could be better at times but no specific concerns were raised. The inspection found that good behaviour is usually the norm according to pupils and the school's records.
- The school's work to keep pupils safe and secure is outstanding. The vast majority of parents and carers agree pupils are safe and happy in school. Pupils feel very safe. They have a deep understanding of how they keep themselves and their friends safe.
- Pupils have a deep understanding of bullying in all its forms. They say their weekly house meetings play a key part in developing their understanding and in how to deal with it should it happen. They say that bullying is exceptionally rare at the school. A small minority of parents and carers felt bullying is not always handled effectively, reflecting occasions when they are not always aware of how the school operates. However there are clear procedures in place to deal with incidents on the very rare occasions it may occur.
- Pupils have an excellent understanding of how to stay safe beyond the school. Older pupils are acutely aware of the potential risks in the use of social media. Others spoke with great maturity about how to stay safe on the local beach, on country lanes around the school, fire safety and 'stranger danger'. Impressively pupils can recognise which local plants are edible in the countryside and which are poisonous to humans!

The leadership and management are good

- Policies and procedures which are central to improving teaching and setting higher expectations for all have been well implemented. Staff changes have meant that the school has had a number of disruptions in the last academic year. This led to progress slowing for a number of pupils. The inspector found that this has been stabilised through checks on teaching, pupil progress checks and performance management procedures. These procedures have been used to challenge underperformance and are closely linked to the 'teaching standards
- The process of checking and evaluating the school's performance highlights key areas for improvement. This has in the past year ensured that pupils from all groups are making good progress across the curriculum. Increasing numbers of pupils are making outstanding progress.
- Spiritual, moral, social and cultural development is excellent. There is a wide range of extra-curricular clubs and activities that support pupils' personal development. Assemblies provide good opportunities for pupils to reflect and consider larger questions to promote awe and

wonder such as 'What does love mean?' Pupils spoke with passion about their artwork and it was clear from sketchbooks that pupils enjoy building their skills in a range of media. For example, during the inspection Years 1/2 were making sculptures from natural materials while outdoors.

- Additional money to improve pupils' participation and ability in sport has been used very well. Teachers' confidence in the teaching of physical education has greatly improved by working alongside experts. Pupils are taking part in a wide range of sports and have had success locally in competitions against far larger schools. For example they won the local cross-country competition. Currently all pupils receive regular sports coaching.
- The local authority have provided excellent targeted support to challenge the school. It has offered objective advice and regular assessments of the school's performance. Their plan of challenge has helped the school to close achievement gaps and drive the progress of pupils forward. The school is not dependent on this support but value the work undertaken.
- Leaders with a subject responsibility have taken greater responsibility since the last inspection in developing the school's effectiveness. Leaders do not have sufficient opportunity currently to fully check the impact of the changes they lead. This means that further improvements or changes take longer to implement and pupils' achievement is therefore not yet rapid.
- A small minority of parents and carers say they have concerns about staff turnover and want more information about how to help with their children's learning. School leaders, including governors are keen to involve parents and carers more and inform them better about how their children are doing.
- The curriculum supports the good learning of pupils and strongly promotes their spiritual, moral, social and cultural development. A range of rich and memorable visits, visitors and experiences extend pupils' learning into the real world. This support pupils' excellent confidence in dealing with others, and their awareness of the world around them, both locally and beyond. For example, the French exchange trip has helped pupils understand French culture and support their language learning.

■ **The governance of the school:**

- Governors are challenging the school leadership to strive for the very best for each pupil. They share the school and community vision of all pupils doing their very best in academics, sports, music and art. They have a good understanding of the school's strengths and weaknesses and understand how it compares to other schools nationally. They regularly visit the school and have a clear understanding of teaching in the school as a result. Governors review the performance management of teachers and ensure that there is a link between pupils' achievement, pay progression and promotion. Governors fully meet their statutory responsibilities to ensure the school is safe and safeguarding requirements are met. They have played a key role in challenging the school's work to keep all children safe, ensuring staff understand child protection thresholds. The governors ensure that resources are managed efficiently and that it achieves value for money.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113252
Local authority	Devon
Inspection number	439625

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	85
Appropriate authority	The governing body
Chair	Keith Waters
Headteacher	Kathryn Garnett
Date of previous school inspection	4 June 2009
Telephone number	01752 830317
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