

Holme Slack Community Primary School

Address: Manor House Lane, PR1 6HP

Unique reference number (URN): 119234

Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard 

The school's curriculum is ambitious, broad and balanced. Leaders have designed it carefully so that knowledge and skills build logically over time. This enables pupils to build securely on what they already know as they progress through the school. Leaders support teachers effectively to keep their subject knowledge up to date. For example, the school's involvement in curriculum-based networks provides valuable expertise and high-quality resources, which help teachers support pupils well.

Teachers deliver the phonics and mathematics curriculums consistently well. By the end of Year 2, most pupils have secure phonics knowledge and can use this confidently to read unfamiliar words. Leaders have recently introduced a new reading programme to improve pupils' fluency. While this is beginning to be embedded, its impact is not yet evident for some older pupils.

Teachers do not consistently provide pupils with enough opportunities to practise and consolidate their learning. In most cases, teachers and other staff identify gaps in pupils' knowledge and take appropriate action. However, this is not consistent across the school. This is particularly evident in the accuracy of pupils' letter formation and the development of fluency in written work. Most teachers adapt learning effectively so that disadvantaged pupils and pupils with special educational needs and/or disabilities learn well alongside their peers. However, at times, some teachers do not adapt learning precisely enough to meet pupils' needs. Leaders are aware of these inconsistencies and are taking action to improve practice.

Early years

Expected standard 

Children benefit from carefully tailored support from well-trained staff who understand the different stages of children's development. Staff make effective use of information shared by parents and carers and work closely with other early years providers. Leaders ensure that staff are clear about any adaptations required to meet children's individual needs. This enables children to access the curriculum successfully. There is a strong focus on developing children's language and communication skills. Staff model a wide range of vocabulary effectively, helping children to understand and talk about their learning. Children are introduced to a range of familiar and contemporary stories, songs and rhymes, which they enjoy revisiting. As a result, children listen with increasing focus and attention.

Children develop resilience and independence through access to a wide range of high-quality activities and resources. They begin to use their phonics knowledge to read words, and some children apply this confidently when writing their own words and ideas. Most children are well prepared for the transition to more formal learning in Year 1. However, some children are not as well prepared as they could be, particularly in forming letters accurately.

Inclusion

Expected standard 

Teachers know how to identify any special educational needs and/or disabilities (SEND) that pupils may have. Leaders and staff understand the differing needs of pupils at the school well. Pupils typically benefit from suitable additional support. This includes those who access the specially resourced provision for pupils with SEND. Leaders make sure that teachers know what to focus on to support pupils with SEND. Despite this, at times, these pupils do not consolidate and embed their learning as effectively as they could.

There have been high rates of suspensions and permanent exclusions for some pupils with SEND in recent years. Leaders' effective actions are beginning to reduce this over time. In most cases, leaders ensure that pupils receive the additional help they need to support their achievement and wellbeing. For example, disadvantaged pupils benefit from carefully tailored catch-up sessions when this is needed. Leaders keep a close eye on how well pupils are progressing across the curriculum and intervene when additional support is needed. They also ensure that all pupils access high-quality activities to support their wider development.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the challenges pupils face at the school. They place a strong emphasis on ensuring that disadvantaged pupils receive the support they need to succeed, and this focus underpins leaders' decision-making and priorities. Leaders and governors have an accurate and shared view of the school's strengths and areas for development. They prioritise improvement actions effectively and manage change carefully so that staff are not overwhelmed when new initiatives are introduced. Leaders check that agreed approaches are implemented consistently across the school and ensure that staff receive appropriate guidance and support. For example, leaders have ensured that teachers are well supported to implement the revised English curriculum successfully, helping to secure greater consistency in practice.

Governors are well informed and provide effective support and challenge to leaders. They have a secure understanding of their statutory responsibilities and fulfil these conscientiously. This includes ensuring that staff are supported to manage their workload and maintain their wellbeing. Governors play an integral role in evaluating how effectively pupil premium funding is used and ensure that this funding is targeted appropriately to help disadvantaged pupils achieve as well as they can.

Leaders use suspensions and permanent exclusions appropriately. Temporary, part-time timetables are used for a small number of pupils with special educational needs and/or disabilities. However, at times, these arrangements are not defined clearly enough. As a result, leaders do not consistently ensure that these pupils receive learning that meets their most important needs. Staff report that they feel well supported by leaders and governors. They value the training and guidance provided and feel that leaders are mindful of workload. Consequently, staff feel able to manage their responsibilities effectively.

Leaders have carefully considered the support pupils need to develop personally and socially. They are committed to developing confident, well-rounded individuals and ensure that support for disadvantaged pupils underpins all aspects of school life. Leaders skilfully weave opportunities for pupils to develop new knowledge and skills across the curriculum, enabling pupils to experience success and build self-belief. They place an emphasis on providing pupils with a wide range of experiences that broaden their horizons and raise aspirations. For example, through outdoor learning, pupils learn to assess and manage risk, work collaboratively to solve problems and develop independence. Pupils also grow and cook fruit and vegetables, which helps them to acquire practical life skills, understand healthy choices and prepare well for future challenges.

Pupils learn how to develop and maintain safe, positive relationships from the moment they join the school. In the early years, children are supported to recognise and respond to their own needs and those of others. As pupils move through the school, they learn how to keep themselves safe, including when online. Older pupils understand the physical and emotional changes associated with growing older and know how to maintain their physical and mental health. Pupils are taught effective strategies to manage their emotions and cope when they begin to feel overwhelmed, which supports their readiness to learn.

Pupils understand the importance of fairness and turn-taking. They value listening to others and ensure that different viewpoints are considered. Pupils show an understanding of fundamental British values. For example, pupils appreciate the importance of democratic processes and apply these when making group decisions. Many pupils willingly take on leadership roles, such as supporting assemblies or caring for the library, and carry out these responsibilities responsibly. Pupils enjoy the range of clubs and activities available, including sporting, creative and signing opportunities. Leaders are exploring ways to extend the extra-curricular offer further, with a clear focus on ensuring that more pupils develop new skills, talents and interests.

Needs attention

Achievement

Needs attention 

Some pupils at the school do not achieve as well as they should, particularly in reading and writing. This is reflected in the school's below-average published outcomes at the end of key stage 2. A contributing factor is that some pupils do not build securely enough on their phonics learning in the early years and Year 1. As a result, they do not develop the fluency in reading and writing needed to access the wider curriculum with confidence. This limits their progress across subjects and means that some pupils are not as well prepared for the next stage of their education as they should be.

The attainment of disadvantaged pupils in reading and writing is similar to that of other disadvantaged pupils nationally. However, like other pupils in the school, they achieve more

successfully in mathematics than in English. Across the wider curriculum, most pupils demonstrate typically secure recall of what they have learned.

Attendance and behaviour

Needs attention 

Rates of pupils' attendance are well below national averages. This is particularly the case for pupils who are eligible for pupil premium funding. For some pupils, poor attendance limits their achievement and wider personal development. Leaders provide support for pupils who struggle to attend, and this helps some pupils to improve their attendance over time. However, this support is not consistently timely and often begins too late, once poor attendance habits have already become established. As a result, attendance remains persistently low for a group of pupils.

Pupils demonstrate consistently positive behaviour and attitudes to learning. They focus well in lessons and show respect for others. At social times, pupils play and chat happily together and enjoy working collaboratively. Pupils develop warm and trusting relationships with staff, which help them to feel safe and supported. Leaders ensure that staff and pupils understand and uphold high expectations for behaviour. Pupils respond well to the school's clear routines and systems. Leaders address any unacceptable behaviour, including any discriminatory behaviour or name-calling, swiftly and thoroughly. Staff use rewards effectively to motivate pupils and encourage resilience and determination. Pupils who find self-control more difficult benefit from the expertise of well-trained staff. These pupils are given the time and space they need to manage their emotions and become ready to learn.

What it's like to be a pupil at this school

Pupils experience a calm, welcoming and well-ordered environment. They are greeted warmly on arrival and settle quickly into well-established routines. Pupils feel safe and secure and are confident to approach trusted adults for support when they have concerns. The school serves a high proportion of pupils who face additional barriers to learning. Staff know pupils well and provide thoughtful, well-coordinated support for their academic and personal development. This includes pupils with special educational needs and/or disabilities. Pupils with a hearing impairment who attend the specially resourced provision flourish, benefiting from skilled staff and inclusive practice.

Pupils enjoy learning and show positive attitudes in lessons. They apply themselves well and try hard, particularly when learning outdoors in the wooded area, which pupils value highly. A well-considered rewards system motivates pupils effectively. They are keen to earn recognition, such as hot chocolate or walking the school dog, which reinforces positive behaviours for learning. Pupils take pride in being 'responsible readers' and enjoy setting a positive example for others. Pupils behave well in lessons and around the school. They are polite and respectful, and work and play together harmoniously. Bullying is rare, and when it does occur, it is dealt with thoroughly and effectively.

Outcomes are stronger in mathematics than in English. While many pupils achieve well, some do not develop the fluency in reading and writing that they need. Consequently, a minority of pupils do not achieve as well as they should. Leaders are aware of this and have begun to promote reading more consistently, for example through star badges that reward regular reading.

Trips and visitors enrich the curriculum and help pupils understand their local community and the wider world. Pupils learn to respect difference and develop an age-appropriate understanding of diversity in modern Britain. They also learn how people practise their faith and celebrate important festivals, which contributes to pupils' social and cultural development.

Next steps

- Leaders should ensure that pupils develop sufficient fluency and stamina in reading and writing, so that they are securely prepared for the next stages of their education.
 - Leaders should ensure that teachers prioritise the most important knowledge and skills pupils need to learn, particularly for pupils with special educational needs and/or disabilities, so that all pupils achieve as well as they can.
 - Leaders should act swiftly to identify and address emerging patterns of weaker attendance, so that pupils attend regularly and benefit fully from their education.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other leaders during the inspection.

An inspector spoke with a group of governors, including the chair of the governing body.

An inspector spoke with a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision for pupils.

Headteacher: Michelle Peck

Lead inspector:

Claire Cropper, His Majesty's Inspector

Team inspectors:

Maria McGarry, Ofsted Inspector

Sarah Gower-Jones, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

207

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

55.07%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.90%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

28.02%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	61%	Below
2024/25	52%	62%	Below
2023/24	39%	61%	Below
2022/23	57%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	74%	Below
2024/25	68%	75%	Below
2023/24	45%	74%	Below
2022/23	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	72%	Below
2024/25	61%	72%	Below
2023/24	58%	72%	Below
2022/23	61%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25	74%	74%	Close to average
2023/24	84%	73%	Above

Year	This school	National average	Compared with national average
2022/23	75%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	46%	Close to average
2024/25	43%	47%	Close to average
2023/24	27%	46%	Below
2022/23	56%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average
2024/25	62%	63%	Close to average
2023/24	36%	62%	Below
2022/23	88%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	59%	Close to average
2024/25	57%	59%	Close to average
2023/24	50%	58%	Close to average
2022/23	63%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	60%	Above
2024/25	71%	61%	Close to average
2023/24	77%	59%	Above
2022/23	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	68%	-27 pp
2024/25	43%	69%	-26 pp
2023/24	27%	67%	-40 pp
2022/23	56%	66%	-10 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-20 pp
2024/25	62%	81%	-19 pp
2023/24	36%	80%	-43 pp
2022/23	88%	78%	9 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	78%	-22 pp
2024/25	57%	78%	-21 pp
2023/24	50%	78%	-28 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	63%	77%	-15 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-7 pp
2024/25	71%	81%	-9 pp
2023/24	77%	79%	-2 pp
2022/23	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	8.8%	5.2%	Above
2023/24	9.2%	5.5%	Above
2022/23	8.3%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	31.4%	13.3%	Above
2023/24	27.6%	14.6%	Above
2022/23	29.3%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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