

Holliers Walk Primary School

Inspection report

Unique Reference Number	119927
Local Authority	Leicestershire
Inspection number	358650
Inspection dates	28–29 September 2010
Reporting inspector	John Horwood

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	396
Appropriate authority	The governing body
Chair	Marjorie Graham
Headteacher	David Maksymiw (Acting Headteacher)
Date of previous school inspection	22 January 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons and saw 14 teachers. Meetings were held with groups of staff, governors and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governors' meetings, the school development plan, progress monitoring records and school policies. The responses to 115 parental questionnaires were scrutinised.

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

- Recent attainment and progress data to determine whether progress has significantly improved.
- The impact of links with other establishments including a local special school.
- Why boys have made good progress in mathematics during Key Stage 1 but this has not been sustained in the 2009 Key Stage 2 test results.

Information about the school

This is a larger than average sized primary school where most pupils are from White British backgrounds. There are very few who have English as an additional language or who are at an early stage of speaking English. The percentage of pupils known to be eligible for free school meals is below average. The school has an average proportion of pupils who have special educational needs and/or disabilities which cover a wide range. Among the awards obtained by the school are Healthy Schools status and the International Gold Award. The school is currently led by an acting headteacher and a new headteacher is due to start in November.

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?

3

The school's capacity for sustained improvement

3

Main findings

Holliers Walk Primary School provides a satisfactory education. Following a dip in standards, changes in the senior leadership team during 2009/10 and an increased drive for improvement have resulted in improved teaching and progress. Children make good progress in the Early Years Foundation Stage and satisfactory progress at Key Stages 1 and 2 so that they leave Year 6 with broadly average attainment. A dip in the progress and motivation of boys in mathematics, evident in the school's 2009 results, has been successfully resolved through effective teaching strategies and a revised curriculum.

Teaching is satisfactory and the number of good and outstanding lessons has increased since the previous inspection. In the best lessons, teachers make good use of assessment information to check pupils' progress and provide the right level of support and challenge. The good practices seen in these lessons are not shared with all staff to increase the proportion of teaching and learning that is at least good and to raise attainment. In some lessons, the planning includes too much time for teacher-led activities and, partly as a result, pace and challenge are inconsistent. The curriculum is satisfactory, and it promotes pupils' personal development well, but learning opportunities at Key Stage 2 are not creative enough or sufficiently responsive to pupils' needs and interests.

Provision for pupils with special educational needs and/or disabilities is good. These pupils all make good progress during the time they are receiving support and over time make the same progress as other groups. There is a very effective partnership with a local special school which enables pupils from both schools to spend time in the other establishment as part of well-planned strategies to support their learning. The specialist support available in the special school enables greater focus on pupils' specific needs whilst pupils from the special school benefit from experiencing life in a mainstream school. The school's good care for pupils includes good safeguarding provision and many effective partnership arrangements with external agencies to support their welfare. Good procedures have led to above average attendance and good behaviour.

Pupils' personal development and their spiritual, moral, social and cultural development are good. The contribution pupils make to the school and the wider community is good, and all groups of pupils, including those with special educational needs and/or disabilities, are very involved in this.

Self-evaluation is accurate. Leaders at all levels and members of the governing body have recently become fully involved in school improvement. Actions taken to raise attainment have been effective and are particularly apparent in the 2010 test results. There has been good improvement since the previous inspection, especially in the care and personal development of pupils. Community cohesion is good within the school and beyond, and pupils' understanding of a multicultural society is well supported through international links. While the school is undergoing leadership changes, there are sufficient effective

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leaders to provide continuity and to ensure that the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment and improve the quality of teaching and learning by:
 - sharing best practice amongst all teachers so that pupils make better progress
 - improving teachers' planning to ensure consistent pace and challenge throughout all lessons
 - improving the monitoring of pupils' progress.
- Develop the Key Stage 2 curriculum so that it is more creative and responds closely to pupils' needs and interests by:
 - auditing the impact of the curriculum innovation carried out so far
 - using similar strategies shown to be effective in mathematics across the curriculum.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Children enter Reception with skills below those expected for their age and join Year 1 with average attainment. Achievement is satisfactory and pupils' enjoyment of school is good. They make satisfactory progress and attain average levels by the end of Year 6. There is no significant variation in attainment between the key subjects or between any groups of pupils. Although pupils make satisfactory progress over time, as shown by Key Stage 2 results in 2009 and 2010, most pupils had made inadequate progress in some previous years. This has now been rectified but will take time before it has a full impact on attainment.

Pupils say they enjoy learning, which was evident in most lessons, where they were seen to have very good relationships with adults and with each other. They enjoy teachers' good questioning, as was seen in a Year 5 topic lesson where interaction with adults helped them develop knowledge and extend their thinking skills. In the better lessons, they were also fully involved with using information and communication technology by, for example, explaining their answers to the class using the interactive white board. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of appropriate additional support. In a Year 1 literacy lesson, for example, they were taught in a small group where a well-structured programme on sounds and letters was used to help them improve their speaking and listening skills. The few pupils from minority ethnic groups, including those with English as an additional language, are fully integrated in lessons with good support. This enables them to quickly acquire the language skills needed to make the same satisfactory progress as others. All pupils are satisfactorily prepared for their move to secondary school because of their secure key skills, including literacy, numeracy and information and communication technology, and their good personal skills.

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Pupils get on well together and their behaviour is good, both in and out of lessons, ensuring that all pupils feel safe and can learn and enjoy school. Pupils say that any poor behaviour is dealt with very quickly. They adopt healthy lifestyles by eating healthy food and participating regularly in sport, reflecting the school's Healthy School status. Pupils make a good contribution to the school community by helping in class and, for example, as members of the school council which has its own budget to spend. They are very proud of the school and are welcoming to visitors. They interact well with the local community, for example, members of the school choir sing to residents of the nearby home for the elderly.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The school provides a very caring environment and ensures that all activities are well supervised and carried out safely. Teamwork amongst the staff is effective and much of the teaching involves small groups of pupils organised in specific ability groups. Teachers make good use of information and communication technology in many lessons and promote pupils' skills well. Monitoring of pupils' progress and teachers' knowledge of pupils' prior attainment are satisfactory. The quality of teaching varies although all lessons seen were satisfactory or better. Some examples of good and outstanding lessons were seen, including a Year 4 mathematics lesson where the teacher matched the work exceptionally well to the learning needs and prior attainment of individuals within the

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class. In some lessons, too long is spent with pupils sitting on the carpet listening to the teacher so that they lose concentration and the pace of learning is not maintained throughout the lesson.

The curriculum caters satisfactorily for all pupils, including those with special educational needs and/or disabilities. There is a good focus on promoting pupils' personal, social and health education, citizenship and their awareness of how to stay healthy. There is good coverage of other faiths and cultures ensuring that pupils gain a good understanding of the community. There are some direct links with other communities enabling pupils to communicate with pupils in different parts of the world.

Good procedures are in place to encourage high standards of behaviour and to maintain above average attendance. Transition arrangements with pre-school groups and with the local secondary school are good. All aspects of care and health and safety are well addressed and there is a good approach to safeguarding and the welfare of pupils. There are good arrangements to support pupils whose circumstances make them vulnerable. The care is extended beyond the school as staff can show records of how they monitor these pupils when they move to a different area to ensure they 'arrive' at their new school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders, staff and the governing body share the same vision for the school and a commitment to school improvement. Since the previous headteacher left, the school has been successfully led by acting headteachers well supported by the local authority. As a result, the school is improving but systems are not fully embedded. Governance is satisfactory. The governing body is well led and becoming more effective as a result of being better informed about achievement. The governing body ensures all statutory requirements are met. Its members provide support and ask challenging questions of the leadership team. Monitoring systems are well organised and give an accurate view of the school's strengths and weaknesses, though the tracking of pupils' progress is not as thorough as it should be. While overall outcomes are satisfactory, they are improving and some are good. The school fully meets requirements for promoting equal opportunities and avoiding discrimination. As a result all groups of pupils make similar progress.

Leaders have developed the school as a cohesive community. Based on an initial audit, they have a good understanding of the local community and are aware of what needs to be done to increase pupils' understanding of the world around them. There are effective links with overseas countries and the school has obtained the International Gold Award. The evaluation of the impact of actions to promote community cohesion is at present

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informal. Safeguarding procedures are well developed and reviewed regularly. All aspects of risk assessment are very secure and the required checks on adults who work in school have been made. Issues about safety are well integrated into the curriculum and are enhanced by visitors from the community. Staff training in child protection and the school's work with other agencies are excellent.

These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage is well managed and provides a good start for children. Standards on entry to the Early Years Foundation Stage are below those typically expected for this age. Children make good progress across all areas of learning and have skills close to the goals expected of children at the end of the Reception year.

The school's open door policy and good transition arrangements ensure good relationships and close contact with families before children start school. As a result, children are helped to settle quickly into daily routines. Staff work well together as a team to ensure that children feel happy and secure. The learning environment is made attractive with vibrant displays and a good range of resources which interest children and stimulate their imagination and enjoyment. The outdoor areas are safe and secure and link directly to the classrooms. Children are able to move freely between the indoor and outdoor areas under good supervision. The outdoor area does not provide sufficient opportunities for children to develop their skills in all areas of learning, especially writing.

Teaching and learning are good. Staff place a strong emphasis on basic skills including language development, and personal, social and emotional development. There is an improving balance between adult-led activities and those chosen by the children. There are good opportunities for children to work together, as seen when five children worked together in the stage area to put on a play and to take on various roles. Children are

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continuously assessed and their progress carefully tracked which is helping to ensure good progress. 'Learning journey' records enable individual children's achievements to be shared and staff have a good knowledge of each child's needs and interests.

Behaviour is good. All children play and learn well together. Staff know the children well, are aware of any specific needs and all procedures to support the welfare of children are fully in place. There is a good number of staff with appropriate first aid training. Children with special educational needs and/or disabilities are very well supported in all aspects of their learning. There is regular liaison with parents and carers, who speak well of the care and support the school provides for their children.

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 minority of parents and carers responded to the questionnaire, with the majority of these being happy with all aspects of the school. A number of parents expressed concern about not being kept informed about their children's progress, not being enabled to help their child at home, the quality of leadership and management, the school not dealing with unacceptable behaviour, and not responding to parents' and carers' suggestions and concerns. These were considered by the inspection team but did not match the current situation although they may well have been based on past events. Some parents and carers wrote individual supportive comments such as how well the school has improved under the interim leadership team. A very few had individual concerns which were considered as part of the inspection process but which were not consistent with inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holliers Walk 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	57	43	37	4	3	1	1
The school keeps my child safe	62	54	47	41	5	4	0	0
My school informs me about my child's progress	31	27	66	57	14	12	1	1
My child is making enough progress at this school	36	31	64	56	8	7	2	2
The teaching is good at this school	40	35	63	55	7	6	2	2
The school helps me to support my child's learning	30	26	66	57	11	10	3	3
The school helps my child to have a healthy lifestyle	38	33	68	59	8	7	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)	29	25	76	66	7	6	0	0
The school meets my child's particular needs	37	32	64	56	7	6	2	2
The school deals effectively with unacceptable behaviour	32	28	53	46	16	14	5	4
The school takes account of my suggestions and concerns	26	23	59	51	15	13	4	3
The school is led and managed effectively	30	26	63	55	12	10	4	3
Overall, I am happy with my child's experience at this school	44	38	62	54	3	3	3	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



30 September 2010

Dear Pupils

Inspection of Holliers Walk Primary School, Hinckley, LE10 1PL

Thank you for welcoming us and helping us when we came to inspect your school. We really enjoyed visiting you and talking to you in lessons and around the school. Your school is giving you a satisfactory education. You are making satisfactory progress in your work and are able to do the things that we usually expect by the time pupils reach the end of Year 6.

There are many things we admired about your school and these are a few of them.

You are happy and enjoy being at school, and the adults look after you well.

Your behaviour is good and you all get on well together.

Teaching is satisfactory but improving and more lessons are now good.

Children in the Reception classes make a good start to their education.

You gain a good understanding about people around the world and their beliefs.

There are a few things we have asked the school to do to make it better.

To improve teachers' planning for lessons so that you learn at a good pace all the way through your lessons and always have work that is hard enough for you

To help teachers share with each other the things that have really made a difference to your lessons and helped you improve the progress you make

To give you things to do at Key Stage 2 that are more creative and match your learning needs and interests.

You can help the school to improve by carrying on working hard.

Yours sincerely

John Horwood

Lead inspector

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