

# Holly Primary School

## Inspection report

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<b>Unique Reference Number</b>	122727
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	359292
<b>Inspection dates</b>	28–29 September 2010
<b>Reporting inspector</b>	Richard Marsden

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	324
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Caswell
<b>Headteacher</b>	Duncan White
<b>Date of previous school inspection</b>	25 February 2008
<b>School address</b>	Holly Drive Forest Town, Mansfield NG19 0NT
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## Introduction

This inspection was carried out by three additional inspectors. They observed 12 teachers in 14 different lessons. They spoke with parents and carers and held meetings with governors, pupils and staff. They observed the school's work, and looked in detail at safeguarding documentation, attendance records, evidence of pupils' progress, the school's self-evaluation and planning documents, and questionnaires from pupils, staff and 113 parents and carers.

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

- The quality of learning and the progress of current pupils.
- How effectively has the school identified and tackled pupils' underachievement?
- The curriculum, to determine whether it caters appropriately for the needs of different groups of pupils.

## Information about the school

The school is larger than most primary schools. The proportion of pupils from minority ethnic backgrounds is below average and very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well below average, although three pupils have severe learning needs. The proportion of pupils known to be eligible for free school meals is below average. At the time of the inspection the headteacher had been in post for less than a year. The school holds the International Schools Full Award, Activemark and Healthy Schools Gold status. This year it became one of the first schools in the country to receive Investors in Pupils status.

**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

The school provides a satisfactory standard of education. Since the previous inspection pupils' progress has been erratic: there have been pockets of underachievement, and pupils' attainment over the last three years, particularly that of higher attainers, has not been as high as it should have been. The new headteacher has identified very effectively what needs to be done to bring about improvements and has begun an ambitious programme for change. Pupils' progress is now assessed and tracked carefully, and rigorous action is taken to support and challenge pupils who are falling behind. As a result, the progress of current pupils is good and standards are rising. Not all teachers are making use of the assessment and tracking systems fully in their lesson planning. There still remains some inconsistency in the progress rates of different classes. In some classes higher attaining pupils do not always receive the stretch and challenge which they need.

The school engages very well with parents and carers and is held in high esteem by them. A newly formed parents' group is very supportive of the school, and meetings to provide information about different aspects of education are well attended. Parents and carers feel that their views are listened to and acted upon.

The remodelled curriculum is very effective in motivating pupils and inspiring them to want to learn. Modified in response to pupils' views, it very effectively ensures that the needs of all groups of pupils are met. It provides rich opportunities for them to participate actively in their learning.

The quality of care, guidance and support in the school is also a strength. Pupils are very well known as individuals and they get on very well with one another and with adults. They receive high quality guidance to help them to settle in when they first arrive and to prepare them to move with confidence to their next school when the time comes.

Leaders know the school's strengths and weaknesses well. The new headteacher has galvanised the staff into a cohesive team, and they share his high aspirations for improvement. They support one another well in their drive to secure improvements for the pupils. Because the improvements are relatively recent and have not yet shown up in the results of national tests, the school's capacity to improve is judged to be satisfactory.

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

- Ensure that recent improvements in pupils' progress are consolidated and sustained by:
  - eliminating the remaining unevenness in the quality of teaching in different year groups

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- using assessment information to tailor work to the needs of pupils and promote progress in the classroom more consistently.
- Provide greater stretch and challenge for high attaining pupils.
- Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils enter the school with standards which are in line or slightly below national expectations for their age. By the end of Key Stage 2 standards are slightly above national averages. There has been unevenness in the achievement of different groups of pupils in recent years. Some high attaining pupils, in particular, have not achieved as well as they should have done, given their capability. These weaknesses have been identified and tackled by staff and have led to improvements in the progress of current pupils, as seen in lessons and observed in the work they have done in their books and folders. Pupils with special educational needs and/or disabilities receive well targeted support, and their progress is in line with that of other pupils. Despite the unevenness of recent years there are no clearly defined differences in the progress rates of boys and girls or of any other groups.

Pupils told inspectors how much they enjoy this school. They are quick to say how safe they feel in school. They are confident that bullying is very rare and that they know whom to turn to if problems arise. They are well informed about internet safety and cyber bullying.

The school places a strong emphasis on developing social skills, as recognised by its recent Investors in Pupils status. Good behaviour around the school and in lessons makes a major contribution to the quality of learning. Pupils speak readily about how to stay healthy, the benefits of exercise and a healthy diet, and the dangers of drug and alcohol abuse. Pupils take up many opportunities to make a contribution to the school and local community. Older pupils help out with jobs around the school and serve as peer mentors and buddies to support younger pupils. The school council points to areas where it has had an impact on school life, such as choosing new outdoor play equipment. Pupils are involved in local charity work and other community events where the choir, in particular, is very popular.

Pupils apply their basic skills in a range of contexts. They use information and communications technology (ICT) confidently in their learning and they work well in groups and independently, all of which prepares them adequately to take their place in the world of work. The school takes a firm line on term time absences and attendance is improving.

A strong emphasis on broadening pupils' cultural horizons gives them a good grounding as they prepare to take their place as global citizens. The school's links with Tanzania and Senegal, in particular, bring the world into the classroom. They resolve conflicts sensibly, and appreciate having opportunities to reflect on their own and other people's values and beliefs.

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*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Teaching, although satisfactory, is improving. Good features were observed during the inspection. These included teachers' good subject knowledge and good planning: lessons contained a variety of well sequenced activities to engage or even excite pupils' interest and cause them to become deeply engrossed in their work. In one outstanding literacy lesson, for example, pupils were highly motivated about their writing because they were involved in guessing games and competitions and they were intrigued by the mystery objects which the teacher had brought in. In less successful lessons teachers' instructions and introductions were too lengthy so that pupils had to wait too long before actually starting work themselves, and thus momentum was lost. Teaching assistants are proactive in providing support for pupils with special educational needs and/or disabilities. New systems are in place to assess pupils and use assessment information to tailor work more closely to their specific needs. The impact of these systems was seen in the work of current pupils but they have not yet led to improvement in national test results.

The curriculum is exciting and vibrant. It provides opportunities for indoor and outdoor learning for pupils of all ages, making good use of the school pond, vegetable garden, and woodland area. Linked topics and themes, such as pirates and Africa Week, captivate pupils' interest and make them want to be involved in learning. Basic skills are promoted across a range of different subjects. Various after- school musical and sporting activities

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enjoy wide take-up, and a full programme of visits includes residential experience for pupils.

The school works persistently to support vulnerable pupils and their families and ensure that they are involved in the life of the school. The school can point to striking examples of where it has helped individuals overcome significant barriers to their education.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The new headteacher has been effective in communicating high expectations to the staff and channelling their efforts to bring about improvements. Strengths and weaknesses are sharply identified. Planning is building on strengths and tackling key areas of weakness, particularly the unevenness of pupils' progress. Robust procedures are in place to monitor the quality of teaching. Staff respond well to feedback and are keen to bring about improvements for the pupils, although recent improvements have yet to be sustained in the long term.

There have been significant changes in the make up of the governing body recently, but governors have a satisfactory understanding of the school's strengths and weaknesses. Governors take up opportunities to receive training, to visit the school and become involved in its life. They are beginning to offer challenge to influence strategic decisions.

Parental views are regularly sought through questionnaires and other channels. Parents and carers are happy with the recent improvements in pupils' progress and feel that the school listens to and acts upon their views.

The school works well with other local schools, particularly in making joint provision for services for the community, such as the breakfast club and the after school club, and classes for adults. Through Creative Partnerships the school is able to extend its range of extra-curricular activities. A range of other partners support the school's work with pupils whose circumstances make it difficult for them to engage with education.

The school is careful to ensure that all pupils have an equal opportunity to benefit from what the school offers, and that no pupils 'slip through the net'. At the time of the inspection all statutory requirements for the safeguarding of children were in place. The school regularly reviews its systems and procedures and is meticulous in carrying out risk assessments so as to maximise pupils' safety.

The school's contribution to community cohesion is carefully monitored and evaluated. The school has a good understanding of its socio-economic context. It is a cohesive community

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itself and plays a full part in the local community. Pupils interact well with members of communities different from their own, such as rural Derbyshire, Tanzania, and Senegal.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

From starting points which are in line or slightly below expectations for their age, children progress well, particularly in the personal, social and emotional aspects of their development, so that by the time they move on to Key Stage 1, they are close to national expectations and are well prepared for learning. There is a good balance of activities led by adults and activities chosen by the children. Children develop maturity and independence as they exercise choice in selecting activities, and they learn to cooperate well with one another and with adults. They respond well to routines such as those for getting equipment out and putting it away. Teaching assistants are well used to offer support and ensure that all children are purposefully engaged. The teaching area is spacious, welcoming and very well equipped both indoors and out. It provides well for all aspects of the children's learning. Staff are conscientious and meticulous in assessing children's progress and the Early Years Foundation Stage leader monitors the children carefully and has a clear view of their progress, so that appropriate action can be taken to support any child causing concern.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The responses to the questionnaire mirror very closely those regularly collected by the school in internal surveys. They show high levels of satisfaction with the school, in particular in its leadership and management and the way it keeps children safe and makes learning enjoyable for them. A very small minority expressed concern about behaviour. However, rigorous investigation uncovered nothing except good behaviour from pupils, and particularly good behaviour management on the part of the teachers, as they established routines and expectations for new pupils.

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

Ofsted invited all the registered parents and carers of pupils registered at Holly 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 324 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	57	47	42	2	2	0	0
The school keeps my child safe	70	62	42	37	1	1	0	0
My school informs me about my child's progress	47	42	55	49	8	7	0	0
My child is making enough progress at this school	56	46	59	48	4	3	2	2
The teaching is good at this school	64	57	45	40	1	1	1	1
The school helps me to support my child's learning	56	50	54	48	1	1	1	1
The school helps my child to have a healthy lifestyle	56	50	54	48	2	2	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)	45	40	59	52	1	1	0	0
The school meets my child's particular needs	56	50	51	45	3	3	0	0
The school deals effectively with unacceptable behaviour	44	39	50	44	9	8	2	2
The school takes account of my suggestions and concerns	42	37	55	49	7	6	2	2
The school is led and managed effectively	59	52	51	45	0	0	0	0
Overall, I am happy with my child's experience at this school	67	59	41	36	4	4	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 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



30 September 2010

Dear Pupils

**Inspection of Holly Primary School, Mansfield, NG19 0NT**

A big 'thank you' to everyone for the very good welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found:

- teachers make lessons fun and enjoyable; this means that you concentrate well and work hard, and you are making good progress
- your behaviour is good; you act very sensibly towards each other and towards adults
- your teachers take great care of you and make sure that everyone is able to take part in what the school offers
- you understand about the need to stay healthy and you say that the school makes sure you are safe
- the school makes sure that your parents and carers, and lots of other people, have the chance to support your education
- you take up many opportunities to make a contribution to your school and the wider community.

Although you are progressing well at present, we have suggested to your teachers that they should make sure you continue to do so, and reach higher standards, and we would like to see these improve year by year!

It was a great pleasure to visit your school. You can all make sure it goes from strength to strength by continuing to behave well and always doing your very best.

Yours sincerely

Richard Marsden

Lead inspector

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