

Hollesley Primary School

Inspection report

Unique Reference Number	124589
Local Authority	Suffolk
Inspection number	359714
Inspection dates	17–18 March 2011
Reporting inspector	Roderick Passant

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	52
Appropriate authority	The governing body
Chair	Tony Barnard
Headteacher	Lynne Wright
Date of previous school inspection	9 January 2008
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Introduction

This inspection was carried out by two additional inspectors. They saw teaching in three classes and 10 lessons. Meetings were held with the headteacher, members of staff with responsibilities and representatives from the governing body and the school council. They observed the school at work including two assemblies and looked at a range of documentation including that related to safeguarding and school improvement. They scrutinised the questionnaires from 37 parents and carers, 13 staff and 29 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How does the school support pupils' cultural development?
- How effectively do the staff manage the mixed-age classrooms?
- Are informal systems (reflecting size of school) balanced by more formal approaches with regard to self-evaluation?

Information about the school

The school is much smaller than the average primary school. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is low. A high proportion of pupils have special educational needs and/or disabilities and the number with statements of special educational needs is above average. There are three mixed-age classes. Children in Reception work alongside Year 1 pupils. Children join the school in the September before their fifth birthday. They attend part time until the start of the term in which their fifth birthday falls when they attend full time. The school's stability is similar to schools nationally but given the school's size the numbers joining or leaving the school at other than normal times are significant. The school has gained Healthy School status. The governing body operates a breakfast and after school club which operates in term time.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Within its secure, friendly ethos pupils are happy, keen to learn, make good progress and achieve well. Parents have confidence in the school and many wrote in warm terms about it. Pupils enjoy school and this is reflected in their above average attendance. The headteacher has an accurate view of the school's strengths and what needs to be improved through a mixture of formal and informal monitoring. The school has improved many aspects of its work since it was last inspected and given this track record there is good capacity to sustain improvement.

Behaviour is excellent around the school and in lessons and makes a positive contribution to pupils' good learning. The school is a very calm environment and pupils feel safe within it. Staff model courtesy and listen carefully to what pupils say. Pupils' spiritual, moral social and cultural development is good. The school fosters pupils' confidence and self-esteem well because pupils are known and valued as individuals. Pupils also understand the expectations of the school community, particularly that everyone is 'special' and everyone is 'different'. The school seeks to extend pupils' social experience through participation in large-scale performance events run by the local secondary school and the Wolsey theatre's youth theatre and participation in a wide range of sporting events. Cultural development is the weaker element because pupils do not have opportunities to mix with pupils from different ethnic or religious backgrounds. That said, pupils do develop a satisfactory understanding of different faiths and respect for differences between people through their work in the curriculum. The school's family ethos ensures that it is inclusive and cohesive. Older pupils care for younger pupils and there are good opportunities to promote links between the generations within the community.

Pupils make good progress because teaching is good. Staff manage the mixed-age classes well and careful planning ensures that pupils are both supported and challenged appropriately. While there are examples where pupils take the initiative and demonstrate their skills in open-ended tasks, these are not consistent features of the learning.

What does the school need to do to improve further?

- Broaden pupils' experience of the world and how other children live by
 - establishing links with other schools with contrasting characteristics within this country and abroad.
- Provide more consistent opportunities for pupils to take the initiative and use their skills in creative open-ended work individually and in groups.

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Outcomes for individuals and groups of pupils

2

Across the school pupils are very engaged in their work and clearly enthused. Currently, they are carrying out their own independent research into life aboard the Victory. Pupils want to do well and in two lessons approached their writing task with enthusiasm. In one lesson, taught by a visiting teacher as part of the secondary induction programme, pupils were totally engrossed and worked with zeal as they worked through ancient Egyptian methods of calculation. They concentrate well in lessons and because behaviour is so good, the teacher is able to work at length with individuals, confident that pupils will stay on task.

Attainment is average and pupils achieve well during their time at school. Throughout the school pupils make good progress and those in Year 6 are on track to meet their individual, challenging targets, including those expected to reach the higher levels for their ages. The many pupils who have special educational needs and/or disabilities make good progress, because staff are well trained to support them. In lessons, the attitudes to work are equally good among boys and girls.

Pupils have a good understanding of what constitutes a healthy lifestyle and how to look after themselves. This is reflected in the questionnaire responses of both parents and carers and pupils. Older pupils organise sporting activities for younger pupils and the school's travel plan actively encourages pupils to cycle to school in the summer. All pupils participate in a daily physical warm-up as well as their two physical education sessions. The school council takes its responsibilities seriously and makes an active contribution to school life. Pupils have been involved in researching village play equipment and involved in various community projects. The school prepares pupils well for the next stage in their education because it develops their confidence and personal qualities well along with their academic achievement.

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These are the grades for pupils' outcomes

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

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?

Classrooms have a warm positive ethos which fosters pupils' confidence. In one lesson the teacher carefully created a very caring, intimate ethos where pupils felt at ease to reflect on their own and others' skills. Lesson objectives are clear and shared with the pupils so that they have a precise understanding of the tasks. The clarity of the lesson's objectives also ensure that lessons proceed at a good pace. Teachers often draw out from the class the criteria by which they should judge how effectively they have learnt something. This means that pupils are able to assess their own learning. Teachers also bring the class together at various points during the lesson to check on pupils' learning adjusting the approach if necessary.

Classroom routines are well established. Planning is detailed and learning organised carefully to ensure work is matched to the needs of the class. Classrooms are organised around the varying abilities of the class rather than chronological ages so that higher attaining pupils are challenged appropriately. Most pupils indicated in their questionnaires that adults explain how to improve their work. There is good teamwork with other adults. While there are exceptions, staff are more comfortable working within tasks they have set rather than more open-ended activities where pupils can take a greater initiative and utilise their skills.

Pupils with special educational needs and/or disabilities make good progress because teaching assistants have received training in a range of interventions, for example to

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promote spelling and number work. These provide short, snappy intensive sessions. All classes have relatively small numbers and have additional adult support during English and mathematics lessons so that they or the teachers provide targeted support to individuals. Their progress is tracked carefully. Additional one-to-one support is targeted to older pupils who may be slipping behind. In addition, the school's inclusivity and encouragement of good behaviour mean that pupils who find managing their behaviour difficult are supported well. Over time they learn to manage their behaviour, for example, by anticipating likely problems or 'triggers' so that they seek help if they feel that they are likely to lose control.

The curriculum has developed significantly since the last inspection. There is a clear programme of activities and meaningful links have been established between subjects. This change is clearly fostering pupils' very positive attitudes to learning and their enjoyment. There are a good range of enrichment activities and clubs and good links with other agencies and local schools to support individual needs and provide wider learning opportunities.

The care, guidance and support make a significant contribution to pupils' good personal development and helping pupils overcome barriers to learning. The school has a long standing reputation for its work with pupils with special educational needs and/or disabilities and some parents choose to send their children to the school for this reason. This accounts for the high proportion of pupils with special educational needs and/or disabilities.

There is a warm, friendly, relaxed atmosphere in both the breakfast and after school clubs. Cereal, toast and juice are provided at breakfast club and pupils are encouraged to bring a snack for after school. Staff know the pupils very well and the good relationships which exist between the adults and pupils are a strength.

These are the grades for the quality of provision

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

How effective are leadership and management?

Parents are very confident in the headteacher's leadership and the strong teamwork that she has created. Staff work together very well and are very committed to the pupils in their charge and are ambitious for them to do well. All staff are proud to belong to the school and feel valued. The headteacher tracks the progress of all pupils carefully, identifies early those pupils who may need additional help and in conjunction with staff establishes a termly plan to ensure good progress and monitor the impact of teaching over time.

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Governance has improved since the school was last inspected. There is a range of personal and professional expertise. It is more efficient and effective because committees have been restructured and the governing body has a good understanding of the school's strengths, informed by visits, so that it is able to provide both support and a questioning approach as part of their strategic role and to support school improvement. The governing body ensures that the school meets its statutory responsibilities and the strong links that representatives have within the local community means that they have a finger on the pulse of parents' views. Safeguarding is good because staff have been trained and are vigilant. The school has appropriate policies to guide its safeguarding practice.

The school works effectively to remove any barriers to learning and through the personal, social and health education programme and assemblies. Pupils are taught respect for others. Community cohesion is satisfactory; the school is a cohesive community. It knows its local community well and plays a significant part in local and wider community events. Opportunities for pupils to develop links with pupils in schools either from this country or abroad to enhance their cultural perspective are limited.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress in the Reception class from their very varying, and often below average starting points. This is because the school is quick to identify children who need additional help or challenge and work is carefully planned to meet their needs. They make particularly good progress in their early language skills. This is because given the low numbers there is a high level of adult support and interaction which fosters and supports children's individual interests and enthusiasms. Attainment is broadly average by the end of Reception although it was higher in 2010. Careful assessment not only provides

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parents with information about significant steps in learning but is also used to inform staff of next steps.

Children have opportunities to initiate their own activities and make choices as well as undertaking tasks set up by the teacher indoors and outside. Behaviour is very good and children learn to work together well and are clearly enthusiastic about their learning. They mix with the older children very well and show concentration and application. The teacher, working with the headteacher, leads the Early Years Foundation Class Stage well. As a result, planning is detailed; adults work together extremely well and teaching by adults, whether directly or through their interaction with children, is good. There is a momentum for improvement and good links with other Reception class providers to exchange ideas.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

There was a higher proportion of returns from parents and carers than is generally seen and the responses to each question were also higher than seen nationally and in many cases could not be higher. A few parents felt it was too soon to judge whether the school prepared their child for the future and left this question blank. Most parents and carers were positive about all aspects of the school and most comments added by parents and carers were very supportive of the school stressing, for example: how happy their children were in the school; the progress they were making and their love of learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollesley 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	81	7	19	0	0	0	0
The school keeps my child safe	34	92	3	8	0	0	0	0
My school informs me about my child's progress	29	78	8	22	0	0	0	0
My child is making enough progress at this school	27	73	9	24	1	3	0	0
The teaching is good at this school	29	78	8	22	0	0	0	0
The school helps me to support my child's learning	25	68	11	30	1	3	0	0
The school helps my child to have a healthy lifestyle	28	76	9	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	57	11	30	0	0	0	0
The school meets my child's particular needs	28	76	9	24	0	0	0	0
The school deals effectively with unacceptable behaviour	28	76	9	24	0	0	0	0
The school takes account of my suggestions and concerns	26	70	11	30	0	0	0	0
The school is led and managed effectively	35	95	2	5	0	0	0	0
Overall, I am happy with my child's experience at this school	33	89	4	11	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



21 March 2011

Dear Pupils

Inspection of Hollesley Primary School, Woodbridge, IP12 3RE

Thank you for making us so welcome in your school. My particular thanks go to those pupils on the school council who gave up some of their time to talk to my colleague.

This is a good school. You make good progress and achieve well. Attainment at the end of Year 6 has not been significantly different from what you see in many schools for the last two years. Current Year 6 pupils are on track to meet your challenging personal targets. You clearly enjoy learning and this is reflected in the fact that your attendance is above average. You do lots of interesting work. I was impressed just how much you had found out about Nelson and clearly some of you had carried out your own research. I thought that your behaviour was outstanding in lessons and around the school. It is a friendly school and you keep an eye out for each other. This means that you feel safe. Almost all of you who filled in a questionnaire thought that adults care about you. I thought so too.

You have skilled teachers who help you make good progress because they organise your lessons very effectively. I asked the headteacher to work with staff to ensure that you have even more opportunities to work on your own and in groups on tasks where you can take the initiative and use your skills.

I also asked the headteacher to help broaden your horizons and ensure that you have opportunities to mix with and learn about how other children live by linking with schools in this country and abroad.

The school has improved a great deal since it was last inspected and no doubt it will continue to develop and improve. You can help in this process by maintaining your obvious enthusiasm for learning and taking full advantage of what the school provides.

Yours sincerely

Roderick Passant

Lead inspector

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