

Hollywood Primary School

Inspection report

Unique Reference Number	103314
Local Authority	Birmingham
Inspection number	355359
Inspection dates	5–6 May 2011
Reporting inspector	Fiona Arnison

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	373
Appropriate authority	The governing body
Chair	Mike Kelly
Headteacher	Simon Dix
Date of previous school inspection	8 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 14 members of the teaching staff. They held meetings with the headteacher, representatives from the governing body, staff and pupils and spoke to parents and carers. They observed the school's work and looked at various documents, including a range of self-evaluation documentation, the school's development plan, progress reports, minutes of governing body meetings, pupils' books and records of pupils' progress. Inspectors analysed questionnaires from 136 parents and carers and also took account of pupil and staff questionnaires.

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

- The progress made by different groups of pupils, particularly more-able pupils and those who have special educational needs and/or disabilities.
- The impact of recent actions to improve pupils' achievement in writing.
- The effectiveness of lesson monitoring in improving the quality of teaching.
- The effectiveness of the strategies and monitoring systems implemented by leaders to improve the pupils' attendance.
- How improvements planned at the last inspection have had an impact on provision in the Early Years Foundation Stage.

Information about the school

This school is larger than the average-sized primary school. The majority of pupils are of White British heritage but an increasing number of pupils are from a wide variety of other backgrounds, the largest group being White and Black Caribbean. There are more boys than girls on roll. The proportion of pupils known to be eligible for free school meals is currently average, but increasing. The proportion of pupils with learning difficulties and/or disabilities is slightly below average, although more pupils than the average have a statement of special educational needs. The Early Years Foundation Stage provision is for pupils in the Reception Year. A new headteacher was appointed in September 2010. The school has achieved Healthy Schools status and holds an Activemark and a geography quality mark.

There is an on-site nursery, after-school club and morning club which are run by separate providers and were inspected separately. The school's breakfast club, which is run by the governing body, was inspected as part of this inspection.

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. Pupils make good progress and the care, guidance and support given by the school are a particular strength. 'It offers my child a safe and happy environment and the staff are always approachable,' was a typical parental comment.

Pupils are responsible, respectful and articulate young people. They have a good understanding of how to look after themselves and what constitutes a healthy lifestyle. Of particular note is the wide range of sports and activities that take place after school, and the large numbers of pupils who take part. Pupils are keen to play their part in the school community. They willingly take on responsibilities in school and are diligent in their roles, for example in representing their peers on the school council. Behaviour is good, and pupils are justifiably proud of their school and their achievements. Cheerful, positive relationships were observed between adults and pupils. Many parents and carers spoke warmly of actions taken by adults at the school to support their children through periods of difficulty.

The school has recently experienced a period of staffing turbulence. It is emerging with renewed vigour, as a result of strong and decisive leadership. One parent summed up the views of many: 'I feel the school has improved considerably under the new senior leadership team. The headteacher in particular has had a positive effect on both academic standards and pupils' well-being.' The school's procedures for self-evaluation are accurate and astute, and the capacity for sustained improvement is good.

Achievement is rising. The standards reached by pupils in national tests at the end of Year 6 are above the national average. Work in books indicates that pupils in the current Year 6 are also achieving above average levels. Previous inconsistencies in achievement and progress across the school are being eradicated, as a result of actions taken by leaders and managers. Teaching is good, and some outstanding teaching was observed. Children in the Early Years Foundation Stage also make good progress, as a result of good teaching. In the best lessons, expectations are high and the pace is brisk. Where lessons are less effective, pace, challenge and use of time are more variable

Attendance is broadly average. Although the number of pupils who are persistently absent has reduced, a few pupils still do not attend regularly enough and some parents and carers prove to be hard to reach.

What does the school need to do to improve further?

- Improve the overall quality of teaching from good to outstanding by:
 - challenging more-able pupils to learn at a swift pace in all lessons
 - matching learning activities consistently well to pupils' needs

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- ensuring that teachers' explanations and instructions are clear but brief, allowing sufficient time for pupils to work independently.
- Improve attendance over time to 95.5% by July 2012, through continuing to engage with parents and carers.

Outcomes for individuals and groups of pupils**2**

Pupils enter the Reception class with skills that are below those normally expected for their age. They make good progress, and leave Year 6 with standards that are above the national average. Recent work to raise the proportion of pupils achieving the highest levels in Year 6 has been very successful, but these high expectations for swift progress from the most-able pupils are not yet consistent across the school. Teachers assess attainment accurately, and pupils' progress is monitored carefully. Leaders ensure that swift and pertinent action is taken whenever progress slows. For instance, leaders identified that pupils' progress and motivation in writing lagged behind other subjects. Training sessions for teachers, linked to the new curriculum and focused on providing opportunities to motivate pupils to write, have had a clear impact on raising standards. For example, Year 3 pupils were keen to write about their exciting visit to Warwick Castle during the inspection. On their return, the teacher supported their enthusiasm with a succinct but lively reminder of how to write a recount, and then challenged and supported individual pupils to achieve their best. The resultant writing was of a high quality.

Other than occasional slower progress of the most able, there is very little variance between the progress of different groups of pupils; indeed, some groups of pupils who could be vulnerable to underachievement make better progress at Hollywood than their peers nationally, thus narrowing the achievement gap. For example, pupils with special educational needs and/or disabilities make good progress, in line with their classmates. This is because of the well-tailored interventions and support they receive. It is also as a result of the diligent teaching assistants' increasing skill and expertise, gained through recent professional training.

Pupils' well-being is good. They work together cooperatively and cheerfully. Pupils have a well-developed sense of social and moral issues. For example, pupils in Year 6 were keen to discuss with inspectors how the early encouragement of good habits and attitudes can have a positive impact on employability in later life. Together with their good academic progress and good manners, this demonstrates that they are well prepared for their future economic well-being. Pupils have a good and growing knowledge of other cultures and religions. The school's leaders have introduced incentive systems and rewards to improve attendance, and these have been effective in improving some, but not all, pupils' attendance.

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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	2
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	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	2
Taking into account:	
Pupils' attendance ¹	3
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 teaching observed during the inspection was typically good. In the best lessons, teachers give clear but brief explanations, and use accurate assessments to plan precisely the next steps for pupils' learning. In these lessons, all pupils enjoy being engaged and actively challenged. For example, pupils in Year 5 spoke enthusiastically about their recent drama workshop, based on 'King Lear'. In the subsequent lesson, they thoroughly enjoyed pretending to insult each other and their teacher in Shakespearean English, and so made good progress in extending their vocabulary and word derivation skills. However, not all lessons are this engaging, and in some classes the activities that pupils do are not as well tailored to their interests and starting points. In a minority of lessons, teachers talk for too long while pupils sit passively.

The school's new curriculum enables teachers to devise exciting ways to engage pupils in their learning. Pupils enjoy opportunities to make decisions about what they want to learn. Progress is best in the classes where teachers use this curriculum confidently. Many extra-curricular and enrichment activities, including music and sport, are thoroughly enjoyed by a very large majority of pupils. Well-targeted care, guidance and support make a difference to pupils' social, emotional and academic progress. A minority of pupils occasionally exhibit challenging behaviour, and this is dealt with consistently well by the school. The support for vulnerable pupils, especially from outside agencies, is exemplary.

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The breakfast club is a good example of the many ways in which the school looks after its pupils.

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?

The newly restructured senior leadership team has a good impact on school improvement. Adults are well motivated, and they recognise the impact of recent changes on pupils' outcomes. Their expectations of what pupils can achieve are challenged by senior leaders and, as a result, the proportion of pupils attaining the highest levels is rising. The headteacher has introduced an efficient, rigorous system of monitoring, which includes regular 'individual pupil reviews'. These give a very accurate picture of the school's strengths and areas for development. Key weaknesses in teaching and learning are being tackled successfully, and the right targets are set to make the school even better.

The governing body meets the school's needs well; statutory duties are effectively discharged. Governors have clear systems for seeking parental views and have challenged and supported the school in tackling weaknesses. They ensure that children and adults are kept safe, for example through the high priority given to effective site security. Robust steps are taken to safeguard pupils, and health and safety checks are undertaken regularly.

Equality of opportunity is good: groups of pupils who might otherwise be disadvantaged are making good progress, and the school has identified the minor remaining variations in performance. Parents and carers appreciate the support given to girls in classes where there is an imbalance in the number of boys and girls. Actions taken by the school provide a strong contribution to promoting community cohesion. Links in this country and abroad, for example with Hollywood School in Australia, are partly a result of the recent geography quality mark award and are impacting positively on pupils' understanding of the wider world beyond the school.

Senior leaders have devised many strategies to engage parents and carers, although they recognise that there is more to be done. The recent workshops in literacy and numeracy for the parents and carers of children in the Reception class have been very well attended. The new school website, alongside regular newsletters and texting arrangements, enables more efficient and effective communications. Parents' and carers' suggestions and concerns are able to be aired at the recently established 'parents' forum'. The Friends of Hollywood, which represents all parents and carers, is a very supportive group who raise significant funds to purchase 'extras' which enrich pupils' educational resources.

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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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. This is because they are safe and well cared for, and are challenged with a wide range of interesting activities. As a result, they make good progress in all areas of learning. Experiences such as the Forest School help to support this progress. For example, children were challenged to devise their own safety rules in order to look after themselves and their classmates while they were whittling willow. These wooden stakes then provided a basis for the children to experiment together and construct their own mini-beast dens, using natural materials found in the forest.

Leaders and managers know their setting well. Improvements planned at the time of the last inspection have been implemented and consolidated. Leaders agree with inspectors that even better use could be made of the assessments of children's learning, especially to focus on challenging the most-able children. The sense of teamwork is strong, and adults are keen to improve further the consistency of their already good practice.

Although children start in the Early Years Foundation Stage with skills below those found nationally, the good progress that they make over the Reception Year means that they have made up ground by the time they start in Year 1. The school's 'transition curriculum' enables children to move into more formal learning at their own pace; as a result, progress is maximised.

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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

Parents and carers who responded to the survey were extremely positive. Many written comments praised the nurture, care and support for individuals, and the approachability of the staff. A few parents and carers would like more opportunities to support and be informed about their children's learning and progress. Inspectors looked into this, and judged the partnership with parents and carers to be good. Other individual written comments were discussed with the headteacher in general terms without breaking confidentiality. All those parents and carers spoken to were very happy with their children's experience at school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollywood 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 136 completed questionnaires by the end of the on-site inspection. In total, there are 373 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	58	53	39	2	1	0	0
The school keeps my child safe	90	66	43	32	1	1	1	1
My school informs me about my child's progress	60	44	65	48	9	7	2	1
My child is making enough progress at this school	59	43	67	49	9	7	0	0
The teaching is good at this school	73	54	58	43	3	2	0	0
The school helps me to support my child's learning	59	43	65	48	7	5	0	0
The school helps my child to have a healthy lifestyle	58	43	75	55	2	1	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)	51	38	67	49	4	3	0	0
The school meets my child's particular needs	63	46	62	46	8	6	0	0
The school deals effectively with unacceptable behaviour	42	31	80	59	8	6	3	2
The school takes account of my suggestions and concerns	45	33	73	54	9	7	2	1
The school is led and managed effectively	61	45	63	46	7	5	1	1
Overall, I am happy with my child's experience at this school	83	61	44	32	8	6	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



9 May 2011

Dear Pupils

Inspection of Hollywood Primary School, Birmingham, B14 4TG

Thank you for welcoming us to your school recently. We enjoyed meeting you all and talking to you about your learning. We particularly enjoyed hearing you sing your special song, 'Hollywood you make me smile', and hearing about your rehearsals for your performance of 'Joseph'.

You go to a good school. We think that you behave well. We think that you are kind and compassionate in helping others, for example in taking your harvest produce to share with older people locally, and playing your musical instruments for them at tea parties. You told us that all the adults in your school work together to make sure that you are safe and well looked after. You also told us how your school helps you to live healthy lifestyles, by taking part in plenty of sports and encouraging you to walk to school. We agree. We were very interested to hear about your eco club's work, which is clearly helping you to become thoughtful and responsible citizens.

There are a few things we have asked your teachers to do to make your school even better. You told us how sometimes you sit and listen to your teachers for too long. We agree, and we have asked your teachers to make their explanations as short as possible, and the tasks interesting and exciting. All of you can help by listening very carefully, so that your teachers don't need to explain things several times. We have also asked your teachers to challenge those of you who find school work easy, by making you think and work even harder.

We would also like your parents and carers to make sure that you all come to school at every opportunity, unless you are really too ill. This is because those of you who attend the most often make the most progress.

With very best wishes to all of you at Hollywood,

Yours sincerely

Fiona Arnison
Lead inspector

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