

# Holywell Primary and Nursery School

## Inspection report

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<b>Unique reference number</b>	132060
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	381440
<b>Inspection dates</b>	2–3 July 2012
<b>Lead inspector</b>	Clare Saunders

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>	458
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Katya Chaplin
<b>Headteacher</b>	John McMillan
<b>Date of previous school inspection</b>	24 January 2008
<b>School address</b>	School Road Rubery Birmingham B45 9EY
<b>Telephone number</b>	0121 453 7829
<b>Fax number</b>	0121 457 8510
<b>Email address</b>	office@holywell.worcs.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	2–3 July 2012
<b>Inspection number</b>	381440



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## Introduction

Inspection team

Clare Saunders Additional Inspector

Mike Thompson Additional Inspector

David Cousins Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed a total of 19 parts of lessons taught by 15 teachers. Inspectors looked at work in pupils' books, listened to a sample of pupils read, and had discussions with pupils about aspects of school life. They held discussions with senior and middle leaders, teaching staff, and a representative of the governing body. Inspectors observed the school's work, and looked at documents including those relating to school improvement planning and the tracking of pupils' progress throughout the school. Policies and documents relating to safeguarding and the ways in which the school supports different groups of pupils were reviewed. Inspectors also analysed questionnaires from 100 pupils, 29 staff and 191 parents and carers.

## Information about the school

Holywell Primary and Nursery School is larger than the average-sized primary school. The vast majority of pupils are of White British heritage. Very few are from minority ethnic backgrounds or speak English as an additional language. The proportion of pupils who are supported at 'school action plus' or have a statement of special educational needs is just above the national average. The proportion of pupils known to be eligible for free school meals is below the national average. Since the previous inspection there has been a new headteacher, who took up post in September 2011. The school meets the government's current floor standards, which determine the minimum expectations for pupils' attainment and progress.

A breakfast- and after-school club uses the school facilities, but it is managed by an external provider and is inspected separately.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It is not yet good because although pupils are given a good start to their education in the Early Years Foundation Stage, teaching, the curriculum and the use of assessment at all levels in Key Stages 1 and 2 are not consistently good enough to enable all pupils to achieve well. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Attainment in Year 6 is broadly average. All groups of pupils, including disabled pupils and those who have special educational needs, make satisfactory overall progress in their learning during their time in the school. They make the most consistent progress in writing, where effective assessment and feedback to pupils are well established.
- Teaching is satisfactory. In the Early Years Foundation Stage, good teaching successfully develops children’s skills as independent, inquisitive learners. However, in Key Stages 1 and 2, the inconsistent use of assessment information means that learning activities are not pitched at a level that enables pupils of all abilities to work independently and make good progress in lessons.
- Pupils’ behaviour around the school and in lessons is good, and this helps to ensure that they feel safe. Pupils interact well with each other and with adults, and show enthusiasm for their learning.
- The headteacher provides clear direction for improvement. Leaders have a shared vision for the school’s development and a clear understanding of the strengths and areas of teaching still to develop. However, middle leaders and class teachers in Key Stages 1 and 2 do not check closely enough on the progress made by different ability groups. The curriculum is satisfactory, but does not provide sufficient learning opportunities related to real-life situations to enthuse and excite pupils and enable them to develop research skills.

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

- Raise the quality of teaching and learning from satisfactory to consistently good by ensuring that teachers:
  - plan activities in lessons that match closely to pupils' individual needs with just the right level of challenge for all groups
  - provide regular opportunities in lessons for pupils to develop skills as independent learners.
- Develop the skills of middle leaders and teaching staff in Key Stages 1 and 2 in regularly monitoring and evaluating pupils' progress.
- Ensure that the curriculum provides regular opportunities for pupils to apply their investigative skills across a wide range of relevant and stimulating learning activities.

## Main report

### Achievement of pupils

When children join the Nursery class, their skills and knowledge are typically in line with what is expected at this age. Throughout the Early Years Foundation Stage, children make good progress because their individual needs are regularly assessed and activities carefully tailored in response to these assessments. Progress is satisfactory overall in Key Stages 1 and 2, including for disabled pupils and those who have special educational needs. Attainment in reading, writing and mathematics is broadly average. Current data show that in Year 6, more pupils are expected to gain Level 4 or above in English and mathematics.

Pupils are keen to learn. In lessons where tasks are matched closely to their needs and ability levels, pupils engage in a variety of learning activities that enable them to discuss their learning with one another and adults, and they make good progress. For example, in the Early Years Foundation Stage children developed their literacy and numeracy skills well as they worked collaboratively during a role play activity of selling tickets for the Olympics.

Pupils' skills in reading are developed satisfactorily across the school. At the end of Key Stages 1 and 2, attainment in reading is average. The school is aware of the inconsistencies in the use of assessment levels for reading, which mean that some pupils have books that are either too easy or too difficult. Lack of monitoring by class teachers means that these mismatches are not always identified quickly enough. The teaching of phonics (the links between sounds and letters) is satisfactory, but where this is taught to whole classes, pupils only make satisfactory progress as activities are not sufficiently matched to the pupils' prior attainment. Additional support for

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phonics has been introduced into Key Stage 2 and this has resulted in good progress for pupils with identified needs in this area, as well as informing whole-class approaches to literacy. For example, pupils in Year 4 were encouraged to use a range of resources to practise spellings. This strategy developed their reading skills and their ability to use their awareness of phonics to apply new words to a range of situations.

Most of the parents and carers who returned the inspection questionnaire consider that their children make good progress. Inspection evidence shows that progress is no better than satisfactory due to inconsistencies in the use of assessment information and the quality of teaching.

### **Quality of teaching**

In all lessons, classroom routines are securely established so that pupils move quietly around the room and settle quickly to each session of learning. Good relationships between pupils and adults support pupils' spiritual, moral, social and cultural development. Where good teaching is found, for instance in the Early Years Foundation Stage, children sustain good levels of concentration because the activities provided for them are carefully designed to present achievable challenges. Clear teaching of phonics provides the youngest children with a firm foundation for the future development of their skills as readers and writers. However, the majority of teaching observed in Key Stages 1 and 2 was satisfactory. Pupils from all groups engage with learning that broadly meets their needs, but lessons are not always planned using accurate assessment information to meet the variety of learning needs. In these lessons, there is too much teacher-directed learning and limited practical activities relating the task to real life. On occasions, learning time is lost through tasks that repeat work rather than promoting new learning.

In the Early Years Foundation Stage, teaching assistants are given a clear direction for their interaction with specific children, for example disabled children and those who have special educational needs. Where this occurs, the progress of these children is good. However, in Key Stages 1 and 2 questioning by the teachers and teaching assistants does not consistently explore and challenge the depth of understanding of all pupils. This means that the progress made by most pupils, including disabled pupils and those with special educational needs, is no better than satisfactory.

In some lessons where pupils' progress is satisfactory, there are elements of emerging good practice in teaching. For example, teachers model techniques clearly, and their assessment of pupils' work in writing is a strength, particularly in Year 6 where pupils respond to comments made by their teachers.

Most parents and carers and almost all of the pupils who returned the inspection questionnaire feel that teaching is good. Despite some pockets of good practice, not enough teaching is of good quality, especially in the older year groups, to secure good progress over time.

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## **Behaviour and safety of pupils**

Pupils' attendance has risen this year and is now above average, demonstrating how much they enjoy school. Pupils, parents and carers feel that good behaviour is the norm, and this was reflected in the lessons and other activities observed during the inspection. Pupils are polite and show consideration to their peers and to adults. In lessons, disruption is rare. Pupils are obedient, concentrate well and show positive attitudes to their learning, especially when tasks enable them to work in groups or take part in paired conversations.

Good management of behaviour is consistently applied across the school, and pupils are encouraged to reflect on whether their own behaviour is acceptable. Pupils feel safe and can explain well how they keep themselves safe. This was further confirmed by the questionnaire responses from parents and carers. Pupils know the difference between right and wrong, and they have a good understanding of the different types of bullying, such as cyber-bullying and prejudice-based bullying. They say there are very few instances of bullying or unacceptable behaviour, and the school's detailed records support this. Very few parents and carers expressed concerns in their responses relating to bullying. Pupils say that when such incidents occur they are dealt with quickly and appropriately.

## **Leadership and management**

Leaders and managers at most levels have an accurate awareness of the strengths and areas for improvement for the school. The impact of effective leadership and management in the Early Years Foundation Stage is evident in the improvements made since the last inspection in developing the outdoor learning area as an effective resource. The school has also shown improvement in the use of accurate assessment information in writing so that pupils know where they have to improve. The headteacher, through the school's sharply-honed development plan, has focused on improving reading skills in Key Stage 2. The introduction of teaching sessions devoted to extending skills for reading, and support for those pupils who need extra help, have resulted in improving outcomes for pupils in Year 6. Senior leaders have taken action to develop aspects of good teaching, and their regular monitoring of the quality of teaching informs teachers' professional development. These initiatives are beginning to show an impact in lessons, for example in the strategies used to engage pupils with reading.

Systems to track the progress pupils make across the school are steadily improving. However, there are inconsistencies across Key Stage 1 and 2 in the use made of data by middle leaders and teachers to accurately monitor the progress of pupils. The progress of disabled pupils and those who have special educational needs shows similar variation to that of their classmates. The curriculum meets the needs of pupils appropriately, but does not provide enough opportunities for pupils to use investigative skills regularly in problems that relate to real-life situations.

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Leaders throughout the school ensure that all pupils have equal access to every opportunity, and the school's procedures prevent discrimination of any sort. The school promotes pupils' spiritual, moral, social and cultural development appropriately. For example, they develop an appreciation of music through assemblies, and reflect on cultural events in Britain.

The governing body is enthusiastic and committed, and is keen to challenge as well as support the school. It manages safeguarding procedures effectively and ensures that all safeguarding requirements are met.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



4 July 2012

Dear Pupils

### **Inspection of Holywell Primary and Nursery School, Birmingham, B45 9EY**

Thank you on behalf of all the inspectors for the welcome you gave us when we visited your school. We enjoyed speaking to many of you, looking at your work, and hearing some of you read. Your views, including those some of you expressed in questionnaires, helped us to come to our judgements. I am pleased that you feel safe in school.

The school gives you a satisfactory education, which means it does some things well, especially for the younger children, but also has some areas for improvement. You make satisfactory progress and are on target to reach standards at the end of Year 6 in line with those expected for your age. One thing that particularly impressed me was your good behaviour around school and in lessons.

The feedback teachers give you about your writing means you know exactly what to do to improve your writing. We have asked the headteacher to do some other important things to help improve the quality of teaching, so you make better progress in lessons. These include:

- making sure that activities in lessons help you to make as much progress as possible, by giving you exciting and challenging opportunities to learn independently and find things out for yourselves
- improving the ways in which teachers follow and measure your progress, so that they have an accurate awareness of what level you are working at.

You can help the school to improve by continuing to be as well behaved as you are now and trying your best at all times.

I wish you well for the future.

Yours sincerely

Clare Saunders  
Lead inspector

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