

# Holliers Walk Primary School

Holliers Walk, , Hinckley, LE10 1QW

**Inspection dates** 4–5 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Despite reaching average levels of attainment, not enough pupils make fast progress in the school.
- Pupils do not do well enough in writing and are not taught the skills they need to produce pieces of good writing.
- Teachers do not all have high expectations of pupils' progress. They do not allow enough time for pupils to work independently or take responsibility for their learning.
- Assessment does not take place regularly in lessons and teachers do not adapt teaching to ensure learning moves on quickly.
- The behaviour policy is not consistently applied across the school to ensure pupils' good behaviour at all times.
- Leaders and managers at all levels are not fully involved in leading school improvement and checking that teaching secures good achievement for pupils.

### The school has the following strengths

- Children achieve well in the Early Years Foundation Stage. They make good progress and enjoy school.
- The local authority has worked well with the governing body to stabilise the school following changes in leadership.
- The new headteacher has a clear vision for school improvement, which staff all support.
- Pupils have positive attitudes to each other and are polite and courteous around school. They take on responsibilities well.
- Pupils have many opportunities to take part in a wide range of additional activities.
- Governance has been restructured and governors have successfully focused on raising achievement.

## Information about this inspection

- The inspectors observed 26 lessons or part lessons.
- Five lessons were jointly observed with members of the senior leadership team.
- Meetings were held with a member of the governing body, staff, groups of pupils and telephone calls were made to a local authority representative and a national leader in education who worked with the school.
- The inspection team took account of the 36 responses to the on-line Parent View survey and spoke to a number of parents and carers in the playground at the beginning and end of the day.
- A range of documents were scrutinised including: the school's self-evaluation and development plans, governing body minutes, behaviour, attendance and safeguarding documents.

## Inspection team

Susan Williams, Lead inspector

Additional Inspector

Shân Oswald

Additional Inspector

Mark Cadwallader

Additional Inspector

## Full report

### Information about this school

- Holliers Walk Primary School is larger than the average primary school.
- Most pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is lower than that found nationally.
- The proportion of disabled pupils or those with special educational needs supported by school action is lower than that found nationally.
- The proportion of disabled pupils or pupils with special educational needs supported by school action plus or a statement is also below that seen nationally.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- Almost half of the teaching staff have changed in the last year.
- There have been a number of changes in governance since the previous inspection including a new chair and vice chair.
- There have been a number of changes of headteacher since the previous inspection with the current headteacher taking up her post in September this year.

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

- Improve the quality of teaching in Key Stages 1 and 2 so that it is consistently at least good by:
  - raising teachers' expectations for pupils' progress in lessons
  - having less teacher directed time in lessons and more time for pupils' independent work
  - giving more opportunities for pupils to take responsibility for their learning
  - assessing regularly and adapting teaching to ensure learning moves on quickly.
- Raise attainment in writing by:
  - improving pupils' basic skills in writing including sentence structure, grammar and punctuation
  - giving pupils opportunities to develop their writing with extended pieces in literacy lessons and in other subjects.
- Ensure the behaviour policy is consistently applied and its impact regularly monitored and analysed so that behaviour is good.
- Make sure that leaders and managers at all levels are involved in leading improvements and in rigorously monitoring the school's work to ensure quicker progress for pupils.

## Inspection judgements

### The achievement of pupils

### requires improvement

- At Key Stage 2, attainment has remained broadly average in English and mathematics for the last three years. Provisional test results from 2012 show that similar levels have been maintained. Pupils' progress is similar to national rates in both subjects although it is slightly stronger in mathematics. Fewer pupils than seen in schools across the country make fast progress.
- Attainment at Key Stage 1 has been broadly average in reading and writing for the last three years and broadly average in mathematics for the last two years. In 2012 these levels were maintained with a slight rise in results in reading. Overall, pupils make the progress nationally expected of them in Key Stage 1.
- Pupils enjoy their reading and are able to use strategies to help them sound letters and break down words. They say they enjoy reading and read regularly. In the Year 1 phonics screening check, the large majority of pupils met the required standard.
- In the Early Years Foundation Stage, children make good progress. Children enter Reception with skills and knowledge below those expected for their age. They make good gains in all areas of learning to reach levels in line with their peers nationally when they enter Key Stage 1. They make particularly strong improvement in their communication and language development.
- In Reception, children engage in a variety of activities and learn well. In one lesson, a group of boys and girls acted out a scene depicting the farmyard, discussing what was happening. Adults skilfully question children about their work such as a boy who was painting an oak tree and asked about its colour and what grows on it, which he was able to answer. Adults also take small groups to work effectively on developing their use of letter sounds.
- Disabled pupils and those with special educational needs are given additional support in lessons which helps them access the learning and take a full part in lessons. The school also provides additional sessions outside lessons. For these pupils progress is accelerating, particularly over the last year. Parents and carers were very positive about this additional support which has been provided.
- Pupils supported by pupil premium have accessed additional early morning sessions which help them prepare for the school day, nurture sessions at lunchtimes and additional small group teaching. These pupils have made good progress in reading and mathematics but less progress in writing which is currently the focus of the school.

### The quality of teaching

### requires improvement

- Teaching is not consistently good across the school. Too much teaching requires improvement and some is inadequate. Teachers do not all have high enough expectations of how much progress pupils can make in lessons.
- In some lessons the introduction from the teacher is too long and this does not always fully engage pupils and support them learning at a fast rate. Sometimes pupils are very passive learners. These slow starts to lessons mean there is not enough time for pupils to be given opportunities to learn independently and to learn to take responsibility for their own learning.

- Teachers have positive relationships with pupils in classrooms. Their instructions are clear and they have good subject knowledge. Pupils respond well to their teachers and engage with tasks even when these do not challenge them. Marking is regular and pupils like the use of green and red highlighters to show them what they have done well and what needs to improve.
- In the best lessons there is a brisk pace, high expectations and teachers make learning interesting. For example, in a Year 5 mathematics lesson pupils learnt about which 'nets' make a cube. They gave their opinion before cutting out the net or using plastic squares to see if the nets made cubes. Pupils were enthusiastic about the activity and enjoyed their learning.
- The large majority of parents and carers said their children are taught well. Pupils were positive about their lessons and when asked what they thought was the best thing in school, a number said mathematics. As one pupil explained, 'the teachers make mathematics fun'.
- Teachers do not develop the basic skills in writing in a progressive way which ensures pupils understand the basic skills they need. Opportunities to practice writing longer pieces are limited in literacy lessons and in writing for a specific context in other subjects.

### **The behaviour and safety of pupils** requires improvement

- A new behaviour policy has been introduced in the school. This includes the use of a 'traffic light system' and 'stars' which pupils think is helpful. This is not yet applied consistently by all staff to ensure that behaviour is good in school. Although the school logs and deals with incidents, monitoring and analysis of this is not rigorous enough to measure the impact of the policy's implementation.
- Pupils are generally polite and courteous to adults in school. They take on responsibilities such as 'play leaders' to help giving out equipment in the playground and the school council. Attitudes to learning in lessons are usually positive. Pupils think behaviour is generally good but some said pupils did not behave well all of the time.
- Pupils are aware of different types of bullying. Almost all pupils said there was no bullying in school although in one of the meetings some pupils thought that this was a concern. Inspection evidence shows that bullying is now very rare in school. There was only one incident last year which the school dealt with and which did not recur.
- Pupils play well with each other in the playground. A range of equipment is available and pupils play with 'hula hoops' in a range of different ways. Pupils are aware of risk and keeping themselves safe such as when playing or when taking turns on the climbing frame.
- The majority of parents and carers said pupils are well behaved in school. Most parents and carers said behaviour has improved although some concerns were raised about behaviour. Inspection evidence shows that behaviour has improved in the school, particularly over the last year. There are no permanent exclusions and fixed-term exclusions are now lower than national figures.
- Pupils all said they feel safe in school. Most parents said their children are happy in school and that children feel safe. Pupils are punctual to their lessons. Attendance has improved and is now above average.

**The leadership and management requires improvement**

- The local authority has worked well to support the school through a turbulent period. They seconded an acting headteacher who worked with two national leaders of education to stabilise the school in the absence of a substantive headteacher. The development of teaching was a priority with a focus on more accurate assessment. External moderation shows this has improved. Inspection evidence confirms this.
- The new headteacher is clear about the strengths and areas for development in the school. Self-evaluation is accurate and priorities are in line with the findings of this inspection. A new policy for developing teaching has been introduced which is closely linked to the national Teacher Standards. In joint lesson observations, senior staff accurately judged the quality of teaching.
- Teachers are polite and courteous to each other and pupils. They model the type of behaviour that is expected and promote this with pupils. This ensures equality for opportunity and that discrimination is not tolerated.
- The early morning sessions, lunchtime nurture group and additional sessions have supported pupils who receive additional funding from the pupil premium to make better progress in reading and mathematics.
- The curriculum supports pupils reaching average levels of attainment. There are opportunities for pupils to take part in additional activities such as residential visits and collaborative music events with other schools. Pupils' social, moral, spiritual and cultural development is promoted through the curriculum and in assemblies where pupils sing together enthusiastically and have time to reflect on moral issues.
- A minority of parents and carers say the school is well led and managed. Parents and carers in the playground raised concerns about the number of changes of headteacher. Parents and carers of children in Reception were very positive. They said they like the home visits that take place before children start school. Those who attended the open day were particularly positive; as one commented, 'lots for the children to do and what a fun way of learning.' Inspection evidence confirms the positive start children in Reception receive.
- **The governance of the school:**
  - has been reorganised and has a new committee structure to ensure it can challenge the school to improve achievement for pupils
  - ensures that statutory requirements are met and that at the time of the inspection, safeguarding met statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119927
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	405892

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	389
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Trickett
<b>Headteacher</b>	Cath Allison
<b>Date of previous school inspection</b>	28 September 2010
<b>Telephone number</b>	01455 632556
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