

Hollywell Primary School

Hardy Street, Kimberley, Nottingham, NG16 2JL

Inspection dates 17–18 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils achieve well. They make good progress from their individual starting points to get above-average test results by the end of Year 6. The proportion of pupils making the progress they should make is above the national average.
- Teaching and learning are good across the school because teachers usually set pupils demanding work and deliver lessons that are interesting and help pupils improve. Some teaching is outstanding.
- Pupils are motivated and enjoy their learning. They are well behaved in lessons and around the school. Pupils have a good understanding of how to keep safe, including when using a computer on the internet.
- The headteacher, senior leaders and governors aim high and work hard to make the school better.
- The actions taken by leaders, managers and governors to improve teaching through regular checking on its quality and the effective setting of targets for teachers to improve their practice, has led to marked improvements in teaching and in pupils' achievement.

It is not yet an outstanding school because:

- The amount of outstanding teaching is not high enough to ensure that all pupils make even more rapid and sustained progress throughout all year groups.
- Occasionally, work is not set at the right level for some pupils because their different starting points have not been taken into account carefully enough, and they do not make the progress they should. Some marking does not help pupils know how to move on to the next level in their work.
- Although most pupils come to school regularly, a few are persistently absent when they are not ill.

Information about this inspection

- Inspectors observed 15 lessons. Joint observations of teaching were shared with senior leaders. In addition, inspectors listened to pupils read.
- Meetings were held with a group of pupils, a representative of the local authority, the Chair of the Governing Body and senior and middle leaders.
- Inspectors talked to a small number of parents at the start of the school day and took account of their views wherever they could. They also took account of the 18 responses to the online (Parent View) questionnaire.
- Inspectors looked at many documents, including: the school’s own information on pupils’ current and recent progress, planning of work in different subjects, evidence of leaders’ checking on teaching and learning quality, and records relating to behaviour, attendance and safeguarding of pupils.

Inspection team

Steve Nelson, Lead inspector

Additional Inspector

Heather Phillips

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- The proportions of pupils who are supported at school action, school action plus and with a statement of special educational needs are all slightly below average.
- The very large majority of pupils are White British.
- The proportion of pupils who are eligible for the pupil premium (additional funding available to the school to assist particular pupils) is below average.
- The school meets the government's current floor standards, which are the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching so that all pupils make even more rapid and sustained progress by:
 - planning and always giving pupils work at the right level for each individual learner
 - improving teachers' marking so that it is more sharply focused on telling pupils what they need to do to move up to the next level in their learning.
- Improve the attendance of the very few who do not come to school regularly by working more closely with those pupils' parents and raising their awareness of the importance of their children attending school every day – unless they are ill.

Inspection judgements

The achievement of pupils is good.

- The majority of pupils enter the school with skills that are below those typical for their age. In the Early Years Foundation Stage, they are able to make choices about their learning and make good progress. This good start helps them to develop a confidence and a love of learning that stand them in good stead as they move through the school.
- Pupils' achievement at the end of Key Stage 1 has improved since the last inspection and is good. Pupils go on to make good progress across Key Stage 2 to get above-average results in English and mathematics tests for Year 6 pupils.
- Extra help given in class to disabled pupils and those who have special educational needs is carefully checked for how effective it is. Changes are made to the work and learning materials given to these pupils where necessary to make sure they make good progress.
- The pupils for whom the school receives extra funding (the pupil premium) achieve well compared to pupils nationally and in line with others in the school. This is because the funding to improve their performance is carefully spent and extra adult support is carefully organised to make sure these pupils make consistently good progress.
- Pupils have good reading skills. They are able to use a range of skills to help them to read difficult words and understand their reading. Pupils read widely and are encouraged to read at home to their family and through the termly 'Reading Cafés', so standards in reading are good across the school.
- Pupils' achievement in lessons is good. They are enthusiastic learners and work well on their own and with others. For, example, in an English lesson in Key Stage 2, pupils achieved well because of well-chosen texts they were given to develop their comprehension skills. These materials helped them to plan a story with a clear structure and organise their ideas to write it successfully.
- By the time pupils leave the school, they have good basic skills are well prepared for the next stage of their education.

The quality of teaching is good.

- Teaching observed during the inspection was good and sometimes outstanding. The best teaching aims for pupils to achieve exceptionally well, makes learning run at a rapid pace and makes sure learning activities are well matched to pupils' abilities and keep them interested.
- Teachers know the pupils well, and usually plan learning in lessons well so that all pupils can learn at the right level – one that really makes them think, but is not too difficult for their ability level. For example, in a lesson about writing a persuasive opening to a 'pitch' based on the 'Dragon's Den' programme, pupils worked in small groups and were fully involved in presenting their sales 'pitch' of being a super trainer. They were also able to judge how good other groups' ideas were.

- In a few lessons, work is not carefully matched to the abilities of every pupil and progress slows for some. Marking is helping to improve the standard of pupils' work. However, it does not always tell pupils the next steps to they need to take to improve their work and move on to the next level.
- Adults other than teachers make a helpful contribution to the teaching and learning of disabled pupils and those who have special educational needs. The help given is specific to each individual pupil and makes sure pupils make good progress.
- Teaching in Reception is good. There is a good balance between activities that children choose and those that are led by adults. For example, in an arts lesson structured by staff, children made good progress independently exploring and experimenting with a variety of materials in making golden tickets that allowed them into a chocolate factory.
- Early reading skills are taught very well and, as a result, children make good progress in recognising letters and sounds. Consequently, they are able to work out the meanings of unfamiliar words for themselves and enjoy the books they are given.
- Teachers help pupils to a deeper understanding of spiritual, moral, social and cultural matters. For example, pupils develop good relationships with each other and with adults and work well together and many activities in lessons involve pupils working in pairs, small groups or teams. These activities take forward pupils' social and moral understanding and contribute to their developing maturity as learners.

The behaviour and safety of pupils are good

- Pupils have good attitudes in lessons and show an eagerness to learn. They are cooperative with their teachers and are respectful of all adults who support their learning.
- Pupils' behaviour in lessons and around the school is consistently good. Most parents, pupils and staff agree that behaviour is good. Pupils are polite and courteous and they get on well with each other.
- There have been no reported incidents of racial abuse or exclusions. Pupils say there is no bullying. Pupils have a good understanding of the different types of bullying such as unkind comments about pupils' social or ethnic backgrounds.
- Children in Reception are developing good social skills. They play well together, share equipment and ask and answer questions politely. Staff use language correctly and, as a result, children become confident and articulate.
- Pupils enjoy school and say they are safe because adults care for them. Pupils have a good understanding of how to stay safe in different situations. They have a good awareness of e-safety, for example, when using email or the internet.
- Most pupils come to school regularly and more often than at the time of the last inspection. The school works hard in following up persistent absentees and has clear procedures that are shared

with parents. However, a few pupils are persistently absent when they are not ill despite the school's current efforts to persuade parents of the importance of their children coming to school every day.

The leadership and management are good.

- The headteacher gives good, purposeful leadership and aims for all pupils to achieve their very best. She wants all the pupils to really enjoy school and learning and do so together. Most parents who completed the online questionnaire think that the school is well led and managed.
- Senior and middle leaders evaluate the quality of the school's performance accurately. They have a good understanding of the school's main strengths and its priorities for further development. A good school improvement plan outlines the correct priorities for improvement and the actions to be taken to achieve these. Consequently, pupils' levels of attainment have improved and the school is moving forward strongly on further raising pupils' achievement. The school's past record of improvement shows it has the capacity to go further forward.
- Good use of information from the headteacher's checks on teaching and learning make staff training well focused and effective in improving teaching. Teachers' achievement of the targets set for them to show their skills have improved are closely linked to pupils' progress and achievement. Teachers' pay levels are determined by how successful they are in helping pupils to make progress .
- The headteacher makes good use of information on pupils' progress and attainment to identify any trends in performance and ensure that all pupils and groups of pupils make good progress and have equal opportunity to succeed. For example, the school's action of introducing guided work in small groups to improve pupils' progress in mathematics has raised their attainment in the subject.
- The content of the learning followed in subjects and in themes across subjects – such as 'The Victorians' – and planned cultural activities help pupils to understand spiritual, moral, social and cultural matters well. In particular, pupils' knowledge and enjoyment of the French language and culture are developed well through very effective teaching across the school.
- All leaders, including governors, make sure that the school keeps pupils safe. Procedures for safeguarding are clearly communicated to all staff so that all have a good understanding their child protection responsibilities.
- The local authority gives the school measured support as necessary. Visits by local authority staff, focused on school self-evaluation, and a review of the school's work have contributed effectively to its improvement.
- **The governance of the school:**
 - Governors ask searching questions of leaders and managers and hold them to account for pupils' progress and achievement. They have been directly involved, for example, in bringing about improvements in the achievement of pupils in Key Stage 1.
 - They insist on being regularly well informed by leaders and managers about how well pupils are doing. Governors insist that the money the school gets for particular pupils (the pupil premium) is spent well on additional staff help for these pupils – when it's needed, to make sure they achieve as well as other pupils in the school. All members of the governing body are trained well and have a good understanding of their duties as governors; they have a wide

range of experience and skills which are used freely to help the school to improve.

- Governors make sure that teachers hit the teaching targets they are set to improve their practice in the classroom before approving any improvement in their pay.

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

Unique reference number	122714
Local authority	Nottinghamshire
Inspection number	402113

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

Type of school	Primary
School category	Community School
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Brian Brewster
Headteacher	Denise Pilkington
Date of previous school inspection	9 December 2009
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