

Hollybush Primary School

Broad Lane, Bramley, Leeds, LS13 2JJ

Inspection dates

24–25 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.

- Pupils benefit from good teaching and as a result make good progress. Pupils of different abilities and from different ethnic minority backgrounds make equally good progress.
- Pupils behave well and attend regularly because they enjoy school. They find their lessons interesting and listen carefully to their teachers.
- The curriculum provides a wealth of exciting opportunities that broaden pupils' experiences.
- The school provides well for pupils' personal development and they become pleasant and polite individuals who get on well together.
- Leaders, managers and governors have a strong focus on developing good or better teaching. This leads to good achievements for pupils. As a result, pupils are well prepared for the next stage of their education.

It is not yet an outstanding school because

- A small amount of teaching requires improvement to make it good and very few lessons are outstanding. This is because the work set is not always at the right level for pupils and pupils do not always have enough opportunities to develop their speaking through answering questions or taking part in discussions.
- A small number of children have difficulty with their reading.
- The school improvement plan clearly identifies the school's most pressing needs. However, measures for success are not always sharply focused on improvement to teaching and learning.

Information about this inspection

- The inspectors visited 21 lessons and observed 16 teachers. Two joint observations were undertaken with members of the school’s leadership team.
- Inspectors spoke to groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils read.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, inspectors looked at the school’s self-evaluation and development plan, safeguarding information, school policies and governing body minutes.
- The inspectors analysed 8 responses to the on-line questionnaire (Parent View) and analysed a recent school questionnaire completed by 35 parents. Inspectors spoke to some parents at the start of the school day.

Inspection team

James McGrath, Lead inspector	Additional Inspector
Keith Bardon	Additional Inspector
Barbara Martin	Additional Inspector

Full report

Information about this school

- This is a larger than average primary school containing Nursery and Reception classes.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average.
- Almost a quarter of pupils are from minority ethnic groups. Very few are at an early stage in learning English.
- The proportion of pupils supported at school action is average but the proportion of pupils supported by school action plus or with a statement of special educational needs is well above the national average.
- The proportion of pupils entering or leaving the school at times other than Nursery or Reception is higher than the national average.
- The school meets the government floor standards, which set minimum expectations for attainment and progress in English and mathematics.
- The school holds the Inclusion Chartermark and an award for Investors in People.
- A Children's Centre is based on the school site and is managed by the local authority. This will be inspected separately.
- A specialist inclusive learning centre catering for children with severe learning difficulties is based in the school and is managed by the local authority. This will have a separate inspection report.
- Since the last inspection a large number of teachers have joined the school.

What does the school need to do to improve further?

- Eliminate inconsistencies in teaching and raise pupils' attainment in reading, writing and mathematics by:
 - encouraging pupils to answer questions fully and give them more opportunities to join in discussions
 - firmly establishing the links between letters and sounds to develop pupils' reading skills
 - ensuring that work is set at the right level for pupils in every lesson.
- Improve the impact of development planning by making sure that the measures for success are closely linked to improvements in teaching and learning.

Inspection judgements

The achievement of pupils

is good

- From starting points that are well below average on entry to the Early Years Foundation Stage, pupils make good progress at all stages as they move up through the school.
- Children are making good progress in Nursery and Reception. Good teaching provides a balance between activities chosen by the children and those led by staff.
- Attainment at Key Stage 1 shows improving trends in reading, writing and mathematics. There has been a significant improvement in the overall points score at Key Stage 1 in 2012. Although attainment is below the national average it is now much closer to it than in previous years.
- In 2012, pupils at the end of Year 6 achieved results that were better than the previous year. This was because of good teaching. In mathematics, a much higher proportion of pupils achieved the nationally expected levels and their attainment was much closer to the national average than for previous year groups.
- Pupils make at least expected progress with good proportions making more than expected progress. This good progress is closing the gap on national levels of attainment. Parents are positive about the progress their children are making in school.
- Those pupils with disabilities or special educational needs make good progress and achieve well. Those pupils from minority ethnic groups achieve as well as others in the school. Pupils who enter the school at times other than the start of the key stage make good progress. Teachers and pupils make new pupils very welcome which gives them the confidence to make good progress in their learning.
- As a result of good teaching and additional support, pupils who are known to be eligible for the pupil premium are reaching levels of attainment that are higher than others in the school.
- In lessons, teachers value the contribution of all pupils. This builds pupils' confidence and self-esteem so that they participate well and make good progress.
- Pupils are encouraged to read widely and they regularly take books home. Standards in reading have improved with a larger proportion of pupils reaching nationally expected levels. Inspectors listened to pupils read and found that most pupils are able to read fluently. A small number of other pupils find it more difficult to make consistent links between letters and the sounds they make. They try to 'break down' words into sections but cannot always blend the letter sounds together in order to read words correctly.

The quality of teaching

is good

- Teachers plan lessons and develop activities that capture pupils' interest. This makes pupils keen to learn. Pupils engage well with their work and the good support and clear explanations they receive from their teachers help them make good progress. However there are some remaining inconsistencies in the quality of teaching and a small number of the lessons observed during the inspection were in need of improvement.
- In a lesson where pupils were sewing a bag for their plimsolls the teacher made sure that there were opportunities for pupils to practise their writing, to use accurate measuring and apply mathematics in a real-life situation. Therefore all pupils made good progress in their writing and understanding of number.
- Meticulous marking of pupils' work supports good progress. Teachers give pupils clear steps to improve their learning and on most occasions pupils respond well to this good advice and enhance their work.
- In the best lessons work is well matched to pupils' differing needs and abilities. In contrast, there are some lessons where everyone is set similar work and as a result it is too difficult for some pupils and not hard enough for others.
- Teachers regularly check pupils' understanding by asking frequent questions. This helps to make

sure that pupils listen carefully. However, pupils' answers are usually short and teachers do not always seek to promote more detailed explanations that would help pupils to develop a wider range of subject vocabulary.

- Pupils enjoy working together in pairs or groups to share their learning and enjoy speaking to adults about what they have learned. Occasionally, highly skilled assistants were used to lead discussions so that pupils spoke extensively about their learning. However, this was not always the case and some pupils were not developing their speaking skills as well as they could.
- Although no outstanding teaching was seen during the inspection a review of pupils' work and an analysis of the school's monitoring of teaching indicate that a small amount of outstanding teaching does occur.

The behaviour and safety of pupils are good

- Pupils have good attitudes to learning as they are keen and eager to learn. A large proportion of pupils attend the early morning breakfast club. Pupils rightly believe that this gives them a very good start to the day. Behaviour in lessons is good with pupils responding well to their teachers' good use of praise. Pupils respond well to the school's high expectations and the effective sanctions that are applied when occasional misbehaviour occurs. Their good behaviours allow lessons to flow without interruption and this supports their good progress.
- School records indicate that there have been no exclusions from school during the past four years. Pupils, staff and parents confirm that the good behaviour seen during the inspection is typical. Parents indicate through Parent View and in discussion with inspectors that pupils are taught how to behave well. The headteacher is well known and parents are confident that he manages any concerns successfully.
- Pupils say that they believe that good attendance and punctuality are important in helping them to learn well. The school uses a range of positive rewards which have had a good impact in raising attendance to above the national average. The school uses pupil premium funds to reduce persistent absenteeism effectively. During the inspection attendance was above the national average and pupils were punctual to school and their lessons.
- Pupils confirm that behaviour in school is generally good and that any instances of misbehaviour or bullying are dealt with quickly. They are aware of the various forms of bullying including cyber-bullying. Pupils are confident in explaining how to keep themselves safe and explain clearly the main aspects of e-safety.
- Pupils are polite, courteous and respectful to adults and other pupils. They have a well-developed sense of right and wrong. They told inspectors that they 'would recommend this school to anyone who wants to be safe and happy'.

The leadership and management are good

- The headteacher has strong drive and ambition to ensure continuous improvement. Many teachers have been given leadership responsibilities. This supports the strong sense of purpose that is driving the sustained improvement in pupil achievement.
- The leadership team accurately analyses teaching and makes sure that strengths in teaching are shared to develop teaching further throughout the school.
- An extremely thorough system for monitoring pupil achievement enables leaders to hold teachers to account as well as identifying the needs of all pupils.
- Performance management for teachers supports the school's priorities and the identification of professional development. It is rigorous with targets linked to pay progression for teachers.
- Teachers new to the school settle in quickly with good support from the leadership team and quickly meet requirements to teach good lessons.
- The school's development plan is based on highly accurate views of the school's strengths and

weaknesses. The plan clearly indicates the main priorities for the school. However, measures of success do not detail the specific improvements that might be seen in teaching and learning.

- Partnerships with parents and the community are strong. Parents speak of the good education the school provides and how well the school cares for their children.
 - The curriculum provides a strong focus on reading, writing and mathematics. Residential visits and links with the local universities provide rich opportunities for pupils to develop their confidence and self-esteem. Pupils' spiritual, moral and social development is promoted particularly well and the impressive displays of work provide a wonderful learning environment for pupils. The school is good at promoting equal opportunities. Staff make sure that every child is fully included in school life. Pupils from a specialist inclusive learning centre based in the school join in many lessons and activities and there is an atmosphere of mutual respect.
 - The school's arrangements for safeguarding meet statutory requirements.
 - The local authority has provided effective support in the teaching of English and mathematics to support raising achievement.
 - **The governance of the school:**
 - Governors support the headteacher well. They ask searching questions to ensure they are well informed about the quality of teaching and the progress of pupils. When teaching is not good the headteacher and governors take robust action. The pupil premium funding has been used wisely and this is seen in the good achievements of those pupils in receipt of the funding. Governors provide funds to be used for additional classroom support, school uniform for some pupils, a free breakfast club and to support subsidies for activities. Governors reflect well on their duties and have further plans to develop more regular involvement with the school.
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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	134513
Local authority	Leeds
Inspection number	402611

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Mr David Foxton
Headteacher	Mr Danny Kenny
Date of previous school inspection	21 January 2010
Telephone number	0113 386 2470
Fax number	0113 275 0925
Email address	headteacher@hollybush.leeds.sch.uk

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