

# Holywell Primary School

Berkeley Road, Loughborough, LE11 3SJ

## Inspection dates

24–25 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement is outstanding throughout the school. All staff work hard to maximise pupils' individual progress. Because of this, standards at the end of Year 6 have been well above average for the last five years.
- Teaching is consistently good or better, with an increasing amount that is outstanding. Teachers have very high expectations for what pupils can achieve, and match lesson activities closely to their needs.
- Teachers skilfully and regularly assess pupils' learning in lessons, and adjust their teaching to make sure pupils are challenged to reach the highest levels.
- The comments made in marking give pupils good advice on how to improve their work. This is better developed in English than in mathematics.
- Behaviour is outstanding. Pupils' attitudes to learning and respect for others are exemplary.
- Older pupils relish taking on responsibilities and are very proud of their school; this contributes considerably to the productive learning environment where pupils feel very safe.
- The wide and varied range of taught subjects meets the needs of pupils extremely well.
- The school promotes pupils' spiritual, moral, social and cultural development outstandingly well. It recognises and celebrates the diverse cultural make-up of the school population.
- The headteacher is committed and highly successful in driving the school forward. She is well supported by her leadership team and a strong, highly informed and knowledgeable governing body.
- Regular and accurate checking of the quality of teaching by the headteacher and other senior leaders has led to considerable improvements in the quality of teaching and pupils' achievement.

## Information about this inspection

- Inspectors observed 31 lessons, a number of which were seen together with the headteacher and head of teaching and learning.
- Meetings were held with staff, pupils, subject leaders, leaders in charge of special educational needs and the Early Years Foundation Stage, and governors.
- The inspectors observed the school's work and looked at its evaluation of its own effectiveness, tracking of the progress and attainment of individual pupils and specific groups, records of governing body meetings, pupils' work, and documents relating to behaviour and safety and the performance of staff.
- Pupils from Years 2 and 6 read to inspectors during the inspection.
- The inspectors took account of the responses to the online questionnaire (Parent View) and four written letters by parents and carers. They also met with parents and carers at the beginning of the school day and analysed 54 responses to the staff questionnaire.

## Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Philip Scull

Additional Inspector

Graham Gossage

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average primary school.
- The school converted to an academy in November 2012. When the predecessor school of the same name was last inspected by Ofsted, its overall effectiveness was good.
- The proportion of pupils known to be eligible for the pupil premium (which in this school provides additional funding for children in local authority care and pupils known to be eligible for free school meals) is well below average.
- The proportion of pupils from minority ethnic backgrounds is above average, with as many as 29 different languages being represented. Very few pupils are at an early stage of learning English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' achievement and progress.

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

- Develop the good practice in the marking of pupils' work in English, to help pupils reach the highest possible standards in mathematics.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Most pupils start school in Reception with skills and experiences below those expected for their age. They make good progress because of the good and sometimes outstanding teaching, which is very well planned and provides exciting opportunities for children to engage in learning. They enter Year 1 with skills closer to those expected nationally.
- Consistently high-quality teaching of reading, writing and numeracy ensures that rapid progress is made throughout the school, and at the end of Key Stage 2 the majority of pupils usually attain levels above the levels expected for their age in English and mathematics.
- In 2012, pupils performed exceptionally well in the national Year 1 reading check. The pupils who read to inspectors were enthusiastic about books. Younger pupils demonstrated a good use of letters and sounds (phonics) to read new words and older pupils were able to read fluently and discuss the content of the text they had read.
- Pupils currently in school are achieving exceedingly well, and their attainment in English and mathematics is up to three terms ahead of what is expected nationally for their age. They have good opportunities to use their literacy and numeracy skills across a range of subjects. They take great pride in their work and are fully aware of how they can improve it further.
- The achievement of the very few pupils who are known to be eligible for pupil premium funding is closely monitored so that effective support can be provided for them as needed. This means that these pupils make the same outstanding progress as their classmates, and although their attainment is not as high as for other groups, it is above that of similar pupils nationally.
- Disabled pupils and those who have special educational needs make at least good, and in some cases outstanding, progress from their individual starting points. This is due to well-chosen support provided by skilled learning assistants who accurately monitor and assess each pupil's needs.
- The pupils who speak English as an additional language are assisted by staff who make sure they understand new vocabulary and use it well.

### The quality of teaching

### is outstanding

- Lessons are planned carefully to build on pupils' knowledge and understanding. Teaching assistants are used well to support small groups or individual pupils. Pupils are always made aware of learning objectives and a range of activities are made available for differing needs. Teachers plan lessons that are interesting and challenging, ensuring that in the vast majority of cases pupils make rapid and sustained progress.
- The questioning skills of both teachers and teaching assistants are particularly effective. Pupils are often encouraged to explain their understanding and reasoning. Teachers also ask searching questions to challenge pupils' theories and thinking. In a highly effective Year 1 mathematics lesson, pupils were asked to 'convince' their talk partner about a particular calculation.
- Staff constantly check pupils' learning during lessons so their progress can be accelerated. In a Year 6 mathematics lesson, pupils were using and applying their numeracy skills to design a television schedule that required knowledge of time and percentages. Skilful use of assessment

meant that pupils were challenged effectively to explain their decisions and understanding.

- All staff have excellent relationships with pupils. This has established a supportive environment where all pupils strive to meet high expectations.
- In the vast majority of lessons, a rapid pace is maintained so that pupils are eager to learn and are keen to take the next step in their learning. Older pupils are encouraged to work independently and are given opportunities to steer their own learning. Year 6 pupils spoke enthusiastically about their topic work on rainforests, where they were able to use their literacy, numeracy and information and communication technology (ICT) skills.
- Pupils' work is marked regularly throughout the school. In literacy, teachers' comments are very helpful and many take the time to provide detail on how pupils can improve their work. This level of feedback is not as well developed in mathematics, where opportunities are missed to challenge pupils' understanding further.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour in class is exemplary; they are keen to learn and respond well to every learning opportunity. This is mirrored around school when pupils play well together and show a high level of respect for each other and adults. This was evident particularly at lunchtime when pupils were waiting to collect their lunch in the school hall. The atmosphere remained calm, and pupils showed courtesy and patience towards each other.
- Pupils feel well cared for. This is because the school gives them many opportunities to voice their views and opinions, including through the school council, the 'children's mentor' and lunch with the headteacher.
- The overwhelming majority of parents and carers say that pupils' behaviour is good and pupils are well cared for. Pupils are aware of different types of bullying but say that it is not an issue at Holywell. The school's behaviour logs show that there are very few incidents of bad behaviour.
- The school has well-planned activities to educate pupils about safety. Internet safety is taught throughout the curriculum. Visits from local fire safety and police officers help pupils to learn about keeping safe in other aspects of life.
- Older pupils are extremely keen to take on a range of responsibilities as sports captains, school council and librarians. To become a playground buddy, pupils are required to apply for the role and be seconded by a friend to show they have the required attributes. Pupils are also able to lead assemblies.
- Attendance is above average and this reflects how much pupils enjoy school.

### **The leadership and management** are outstanding

- The headteacher, supported by a very able senior leadership team, a highly dedicated team of teachers and teaching assistants, and a knowledgeable governing body, is constantly looking for ways to improve the school further.
- The school's leaders strives for excellence in all aspects of school life, and provide support both academically and emotionally for each child so that they can reach their full potential. It is

therefore very well placed to sustain the current high standards and improve teaching and learning further.

- Careful monitoring of pupils' progress is linked closely to detailed targets for staff performance. This ensures that staff are well trained and skilled in helping pupils to develop their skills in mathematics, reading and writing. Teachers say that they feel very well supported in developing their skills through a highly effective system of staff 'buddies' and mentors.
- All staff who completed the inspection questionnaire are extremely supportive of the leadership team. Many commented on how they enjoy being part of teams which are accountable for elements of the school development plan. One wrote: 'The school has exceeded my expectations to provide... for my professional development.'
- The school very strongly promotes pupils' spiritual, moral, social and cultural development. Pupils show a keen awareness and consideration for other cultures and faiths, and major events are often celebrated. Parents are also proud of the way the school embraces the diverse cultural backgrounds of its pupils and their families.
- The way subjects are taught supports pupils in acquiring good and outstanding skills in mathematics and English. They are enriched by many visitors, visits out and residential opportunities. The effective use of specialist teachers also ensures that pupils attain a high level of knowledge and understanding in other subject areas.
- The overwhelming majority of parents and carers are extremely satisfied with the education the school provides. One commented: 'We simply could not have hoped for our daughter to spend these important early years in a more stimulating or supportive environment.'
- The governance of the school:
  - The governors bring additional expertise to the school. They regularly attend training to keep themselves up to date and develop new skills. Governors know the school extremely well and are highly committed to driving up standards even further. They are closely involved in the management of staff and the quality of teaching. They receive regular reports from the headteacher and subject leaders and carefully analyse school performance data. Governors ensure that the pupil premium grant is spent effectively, for example to fund additional staff and enrichment activities to boost the achievement of eligible pupils. Governors regularly attend school activities to meet pupils, parents and carers. This includes parents' evenings, workshops for parents and carers, and the annual residential trip. They make sure that safeguarding procedures are followed closely and meet national 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>	138906
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	418376

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Razzaq
<b>Headteacher</b>	Christine Linnitt
<b>Date of previous school inspection</b>	N/A
<b>Telephone number</b>	01509 231347
<b>Fax number</b>	01509 239594
<b>Email address</b>	office.admin@holywell.leics.sch.uk



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