

Hollesley Primary School

School Lane, Hollesley, Woodbridge, IP12 3RE

Inspection dates

11 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Progress by the end of Year 6 was below average in reading and mathematics in 2013, although pupils made better progress in writing.
- Too few more-able pupils are currently reaching the higher levels of which they are capable.
- Some pupils do not make good progress because the work they are given is either too easy or too hard.
- The new marking policy is not used by some teachers as well as others. Consequently, some pupils do not always know how to improve their work.
- Leaders do not check teaching frequently enough to ensure that it is improving.
- Leaders and managers, including governors, do not have effective plans for improving pupils' achievement more rapidly. As a result, teachers are not always held to account for the progress of pupils.
- Low-level disruption in some lessons slows the progress pupils make.
- In some lessons, pupils' work remains unfinished. Some pupils lack pride in their work and their books are often untidy.

The school has the following strengths

- Children in the Reception class make good progress because of good teaching and a range of stimulating activities.
- Pupils make the fastest progress in writing. They are given a wide range of opportunities to write for different purposes and audiences.
- Attendance is above average.
- Pupils feel safe and well cared for.
- Pupils with special educational needs and those who are disabled, (D/SEN), get the support they need to make good progress.
- Parents are overwhelmingly supportive. They value the availability of the staff and the good communication between school and home.

Information about this inspection

- During the one day inspectors were in the school, they observed eight lessons, two of which were seen jointly with the headteacher.
- Inspectors heard a group of pupils read, looked at work in books and spoke to a group of pupils about their work.
- Meetings were held with the headteacher, governors, other leaders and a representative of the local authority.
- The inspection team looked at a range of documents, including the school's self-evaluation and improvement plans, governing body minutes and reports, and information on the current progress of pupils in the school, as well as their progress over the last three years. The inspectors also examined the school's policies in relation to safeguarding, behaviour and attendance, and arrangements for the management of staff performance.
- Inspectors observed the pupils at lunchtime, in the dining hall and in the playground. There was no morning break due to physical education lessons taking place with outside coaches.
- Inspectors took account of the 14 responses to the online Parent View survey. They also spoke to a number of parents before school.

Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Susan Cox

Additional Inspector

Full report

Information about this school

- Hollesley is smaller than the average-sized primary school. The number of pupils is increasing.
- The large majority of pupils are White British.
- The proportion of pupils with special educational needs or who are disabled, supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above the national average.
- The proportion of pupils who are supported by the pupil premium (additional government funding to support pupils eligible for free school meals, in the care of the local authority or with a parent in the armed services) is below the national average.
- The usual judgement on government floor standards does not apply because of the small number of pupils in Year 6 in 2013.

What does the school need to do to improve further?

- Make teaching consistently good or better by:
 - applying the new marking policy consistently in all classes
 - encouraging pupils to take pride in their work, and ensuring that they present it neatly
 - eradicating low-level disruption in lessons.
- Raise standards and progress in reading and mathematics by:
 - ensuring that all teachers set work that reflects high expectations for what all pupils can achieve
 - routinely extending the learning of more-able pupils through challenging work.
- Improve the effectiveness of leadership and management by:
 - developing sharply focused improvement plans which provide clear timescales for checking progress
 - rigorously holding teachers accountable for pupils' progress, so that timely support can be provided for any at risk of underachieving
 - checking the quality of teaching and learning to make sure that it is improving and, where necessary, providing appropriate additional training.

An external review of governance, including the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Not enough pupils make good progress, especially in reading and mathematics. Attainment in reading and mathematics at the end of Year 6 in 2013 was lower than writing. More-able pupils are not challenged enough.
- Pupils currently in the school are making the progress expected nationally in reading, writing and mathematics because appropriate support has been put in place.
- At the end of Key Stage 1 in 2013, pupils did better in reading and mathematics than they did in writing. However, the proportion of pupils who attained the higher Level 3 was below the national average.
- Children enter the Reception class with skills and abilities well below those expected for their age. They make good progress, especially in communication and language.
- The progress of pupils is slowed because, in some lessons, the work provided by teachers is either too easy or too hard. Pupils do not always complete work. Some pupils disrupt learning in minor ways and progress is hindered.
- Progress is limited in some classes because the school's new marking policy is not applied consistently. Consequently, pupils do not always know how to improve their work. The marking of writing is much better than that of mathematics, and this is reflected in the good results in writing at the end of Key Stage 2.
- Pupils with special educational needs or who are disabled, make good progress because the extra help they are given meets their individual needs.
- As a result of well-planned support which is matched to their abilities, there is now no difference in progress between those eligible for pupil premium and their classmates. There are too few eligible pupils to comment on their attainment without identifying individuals.
- All pupils in Year 1 achieved the required standard in the screening check in phonics (the links between letters and the sounds they make). Consequently, these pupils, who are now in Year 2, apply this knowledge to read fluently and with understanding. Pupils throughout the school enjoy reading and are given many opportunities to read.
- As a result of good teaching of phonics, pupils in Key Stage 1 are able to apply their knowledge of sounds and letters in their writing.

The quality of teaching

requires improvement

- There is some good teaching in the school, but, over time, teaching has not been good enough to ensure that pupils make consistently good progress. Teachers have not provided enough challenge for the most able pupils.
- Teachers' expectations are not high enough. This means that pupils are often set work that is too easy. Pupils say they are sometimes given something more challenging to do, but not always. As a result, progress is not rapid enough. When pupils of different abilities are all set

very similar work, it can be too hard for some pupils.

- Appropriate homework is set for pupils and this helps them to reinforce the learning which has taken place in the classroom. Parents and pupils are clear about the expectations of homework, which is always marked.
- Although all work is marked, the quality of marking is variable. Where marking is good, pupils respond to the comments made by the teacher and this helps pupils to make progress because it consolidates learning. However, some marking gives pupils insufficient guidance on what they need to do to improve their work.
- In the lessons observed where pupils learnt quickly, teachers asked questions skilfully in order to further pupils' understanding and encourage them to think more deeply about their work. In these lessons, teachers skilfully adapted the activities so that all pupils improved their understanding of the topic being covered.
- Teaching assistants give good support to pupils in the classrooms. They have positive relationships with pupils and teachers. Clear guidance is given about which pupils they are supporting and this helps these pupils to make good progress.
- The children in the Reception class benefit from good teaching and, as a consequence, they make good progress.

The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement. This is because, in some lessons, pupils call out, fidget or are inattentive. Pupils say that lessons are sometimes disturbed by such low-level disruption. They also say that behaviour around the school is good.
- Parents are positive about the behaviour in the school. They say there is little bullying and, when it has occurred, it has been quickly dealt with. As one commented, 'That is how it should be.'
- Some pupils lack pride in their work, and their books show work which is untidily presented. However, the school has introduced measures to improve presentation and there is evidence in books that presentation is beginning to improve.
- Pupils are polite and courteous. They are friendly and were observed playing cooperatively outside. They enjoy school and are proud of their achievements. Following a recent musical performance at a local concert hall, two pupils wrote and thanked the headteacher for the opportunity of playing at such a large venue.
- Attendance is above the national average. Pupils come to school on time because they enjoy school.
- The school's work to keep pupils safe and secure is good. The school complies with all current safeguarding requirements.
- Pupils are well cared for, and are unanimous in saying they feel safe in the school.
- Pupils are aware of the difference between bullying and falling out. They know about the different types of bullying, including cyber-bullying. Pupils are clear about the systems for

rewards and sanctions.

The leadership and management requires improvement

- Leaders have not ensured that pupils make good progress, or that teaching is consistently good or better. The checking of teaching in lessons has not been rigorous enough to allow teachers to make improvements to their practice. The progress of pupils is not checked frequently enough to identify the need for additional support and provide it.
- The improvement plans of the school are not sharply focused. They lack precise timescales for checking progress and so the school has not moved forward rapidly.
- Until very recently, the headteacher was the only leader within the school and held responsibility for all curriculum areas. The headteacher correctly recognised that this was impeding progress and has now reorganised leadership responsibilities, developing other staff as leaders. This work is very new but is beginning to have an impact on the progress of the pupils. As a result, progress is good in writing, especially in Key Stage 2, for children in the Reception class, and for disabled pupils and those who have special educational needs. From September, a specialist in mathematics will take responsibility for this subject in the school.
- Teachers are encouraged to undertake additional training and they have annual targets to meet. These are set by the headteacher and linked to pupils' achievement.
- The local authority has provided light support. The level of support has recently been increased but the impact of this work is not yet evident.
- The additional funding to develop physical education and sport has promoted an increase in the number of pupils who participate in sport. The skills of the existing staff in delivering high-quality physical education lessons are being developed. Teachers and coaches use the outside space well to plan activities together which develop the problem-solving skills of the pupils through physical activity. The school has an emerging plan to sustain the present high-quality provision when the current funding ends.
- The school teaches all subjects through topics. This helps pupils to make links between subjects. The topics are enhanced by a range of visits and visitors, often using local expertise and places of interest; for example, trips to nearby Sutton Hoo when studying 'Invaders and Settlers'.
- The promotion of the pupils' spiritual, moral, social and cultural education is good. There are strong links with the local community. Although the school has not yet formed a link with a school in another country, it does work with local schools and promotes understanding and empathy of other cultures through themed days.
- Parents express very positive views about the school. They particularly praise the good communication between school and home, and they value the way that staff make themselves available to deal with any queries or concerns.
- **The governance of the school:**
 - Governance requires improvement. Governors are very supportive of the headteacher. However, they are not clear about some aspects of governance, including checking that the pupil premium is spent effectively, or how to be critical at the same time as supportive. They receive helpful information about pupils' progress and the quality of teaching, and have

received training in the use of performance data. Governors are secure in their knowledge of the targets set for the headteacher but less sure about the link between performance and pay rises for other staff.

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	124589
Local authority	Suffolk
Inspection number	440616

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair	Fred Stentiford
Headteacher	Lynne Wright
Date of previous school inspection	17 March 2011
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