

# Holliers Walk Primary School

Holliers Walk, Hinckley, LE10 1QW

**Inspection dates** 2–3 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Achievement is good. Pupils' progress has improved rapidly since the last inspection and standards are rising throughout the school.
- There is evidence of good teaching in all year groups.
- Children get a good start to school life in the Reception classes. Adults know the children well and plan exciting activities which are well-matched to their needs and abilities
- A consistent approach to pupils' personal and academic development results in their good behaviour and clear understanding of how to stay safe.
- Pupils are polite and courteous, and welcome visitors to their school.
- An interesting curriculum provides many opportunities for pupils to enjoy learning. They take part enthusiastically in a wide range of clubs, sporting and musical events.
- The school has been through a difficult period with many staffing changes, but it is improving steadily under the strong leadership of the headteacher and other senior leaders.
- The management of the performance of staff is a strength. The process of setting targets for teachers has been used well to raise achievement by improving teaching.
- Governors are well-informed and provide good support and challenge to school leaders.

### It is not yet an outstanding school because

- Teachers do not always move pupils on to harder work quickly enough.
- Marking comments are not always helpful in helping pupils to think hard, and to apply their knowledge to new work.
- Not all leaders of different subjects are successful in helping to raise pupils' achievement.
- A minority of parents are dissatisfied with the work of the school and are unhappy with the many staffing changes. The school website is not easy for parents to follow.

## Information about this inspection

- Inspectors observed teaching in 14 lessons, two of which were observed jointly with the headteacher. The lead inspector and headteacher also carried out a 'learning walk' when all classrooms were visited when pupils were observed carrying out their activities. The written work of pupils was scrutinised in order to evaluate teaching over time.
- Meetings were conducted with senior leaders, subject leaders and other members of staff. In addition, meetings were held with three governors and a representative of the local authority.
- Pupils were spoken to during lessons and around school. Meetings were held with pupils in Years 3 to 6 to find out their views on behaviour, safety and bullying in school. Inspectors also observed behaviour in class, at break time and at other times around the school.
- Information from the scrutiny of a range of documentation was used to help form inspection judgments. These documents included the school's own evaluation of its strengths and weaknesses and the resulting improvement plans, a record of the management of teachers' performance, monitoring documentation, assessment information, minutes of meetings and information relating to safeguarding and attendance.
- The views of parents were gathered by talking to parents at the start of the school day, analysing the 98 parental responses to Parent View (the online questionnaire for parents) and the responses to the school's own parent questionnaires. An analysis of the 47 responses to the staff questionnaire, along with discussions with staff during the inspection, gave inspectors an insight into their views.

## Inspection team

Lois Furness, Lead inspector

Additional Inspector

Helen Booth

Additional Inspector

Stephen Hopkins

Additional Inspector

## Full report

### Information about this school

- Holliers Walk is a much larger than average-sized primary school and most pupils are White British. The proportion of pupils who speak English as an additional language is broadly average.
- An average proportion of pupils are supported by the pupil premium, which provides additional government funding for group such as pupils in local authority care and those known to be eligible for free school meals.
- There is an average proportion of disabled pupils and those who have special educational needs who are supported at school action. A below-average proportion are supported at school action plus or with a statement of special educational needs.
- Since the previous inspection in October 2013, there have been significant staffing changes, with almost three quarters of the staff leaving the school. There are three newly qualified teachers in post. A new deputy headteacher and assistant headteacher have been appointed since the last inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is part of the Symphony partnership of schools which consists of 13 Leicestershire primary schools.

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

- Improve teaching and so accelerate pupils' progress by ensuring that:
  - teachers move pupils onto harder work as soon as they are capable of meeting the challenge
  - marking comments help pupils to improve, by encouraging them to think hard and to apply their knowledge to new work
  - all subject leaders monitor the quality of teaching and pupils' progress in their areas of responsibility, and work with colleagues to make improvements.
- Improve parents' opinions of the school's work by ensuring that:
  - leaders, including governors, develop strategies to improve parental awareness of the work of the school and their perceptions about how good it is
  - the school website is developed, so that it is a more useful and informative resource for parents.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception with skills and knowledge that are typical for their age. They get off to a good start and learn new skills rapidly. Good teaching in this key stage makes sure that children quickly get used to routines and expectations and are well prepared for their work in Year 1. The proportion of children that reach a good level of development has risen considerably this year and is higher than last year's national average.
- Pupils are successfully encouraged to read accurately from an early age. The proportion of pupils reaching the expected standard in the Year 1 check on phonics (the sounds that letters represent in words) has improved year on year and is currently above average. Older pupils say they get plenty of chances to read and enjoy reading. Members of the school council are proud to say that they have chosen the many new books that are now in school.
- Current assessment information shows that, at the end of Year 2, attainment is similar to that of last year with most pupils attaining Level 2 in reading writing and mathematics. More-able pupils have been challenged well, with a well above average proportion of them attaining at the higher levels in all three subjects. All pupils have made good progress.
- By the end of Year 6, teacher assessments show that standards currently have risen in reading, writing and mathematics, with an increased proportion of pupils attaining the higher Level 5 and Level 6 in mathematics. Pupils' books and the school's accurate information about pupils' learning over time show the vast majority of pupils in all year groups make good progress in their work.
- Pupils use their reading, writing and mathematical skills well in other subjects. Every effort is made to incorporate different aspects of writing into topic work. For example, Year 6 pupils used their knowledge of persuasive writing very effectively in pieces designed to encourage people to visit Australia.
- The standards reached by the pupils eligible for support from the pupil premium, at the end of Year 6 in 2013, were lower than their classmates by six terms in mathematics, four terms in reading, and four and a half terms in writing. Current school assessment information shows these gaps are closing swiftly. Extra help, where needed, enables the pupils currently supported by the pupil premium to progress at the same good rate as their classmates.
- Disabled pupils and those who have special educational needs are fully included and supported in all activities, so they make similarly good progress to other pupils. This reflects the school's commitment to equal opportunities for all pupils. The small minority of pupils who speak English as an additional language also make good progress.
- The most-able pupils are given work that mainly makes them think hard, which ensures they make the good progress of which they are capable. Occasionally, their progress is too slow, when they spend too long on work that does not challenge them.
- School leaders are committed to the well-being of all groups of pupils and have a clear desire to promote equal opportunities and tackle discrimination. This determination has ensured that almost all pupils are achieving well.

**The quality of teaching is good**

- The headteacher has focused strongly and successfully on improving the quality of teaching. At the time of the previous inspection, there was too much teaching that required improvement or was inadequate. This is no longer the case. The vast majority of teaching is now consistently good or better, as shown by the school's own records and by observations undertaken with the local authority's school adviser. Inspection evidence confirms this. However, there is still a small amount of teaching that requires improvement.
- Typically, work is challenging for all pupils. It motivates pupils well, adds to their enjoyment of learning and spurs them on to want to learn more. This was seen in a Year 5 mathematics lesson as pupils considered how the arrangement of three consecutive numbers made different totals. Teachers monitor pupils' responses to questions well and use this information to adapt their lessons. However, occasionally, pupils who are capable of tackling harder work are not moved onto this quickly enough. They spend too much time on work that is too easy for them, so their progress does not accelerate as it should.
- Teachers mark pupils' written work regularly, and often explain to them what they have done well and how they can get better. Pupils usually respond to these comments and improve their work. There is some good practice in all year groups, and all staff follow carefully the school's policy for marking work. However, the comments are often about making corrections, for example, changing the tense of a verb from 'is' to 'are' or correcting a spelling mistake. There are insufficient comments that extend pupils' understanding or ask them to apply their knowledge in a new way. The improvements made due to marking are therefore limited.
- Lessons are orderly, routines well-established and relationships good. Teachers have good subject knowledge, which they use well to ask probing questions or to provide pupils with clear explanations. Pupils like their teachers and are keen to please them by working hard and behaving well. They enjoy the work they are given, and their written work is neat and well presented. Classrooms are attractive with useful prompts on walls to support learning. Good opportunities are provided for pupils to practise their literacy and numeracy skills in other subjects. All this supports good progress.
- Reception-aged children are helped to settle quickly into school life. Adults maintain the interest and concentration of the younger children with learning that moves at a suitably brisk pace. The effective use of space and resources in the indoor and outdoor areas supports children's development well.
- Teaching assistants are deployed suitably to support different groups, and to ensure pupils stay on task, concentrate and behave well. They sensitively manage the few pupils who find it difficult to behave well. Teaching assistants give a good mixture of challenge and support to disabled pupils and those with special educational needs, helping them to achieve well. Pupils who speak English as an additional language are also well supported.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. The staff work successfully with Reception-aged children in supportive, encouraging ways. The strong focus on promoting personal, social and emotional development makes sure children are happy, eager to learn and enjoy school life.
- This enjoyment continues in Years 1 to 6. This is reflected in pupils' attendance, which had been broadly average over the last three years. Pupils interact well with one another and are willing to

discuss and share ideas. In all classes, pupils willingly answer questions. Pupils are friendly with one another and are welcoming to visitors. Teachers and other adults set good examples of how to respect each other and this contributes to the good relationships among pupils and with adults.

- Parental responses to the online questionnaire show that a minority of parents have concerns about behaviour and bullying. When questioned, pupils say that the behaviour of most pupils is 'typically good'. However, they do say that there is some misbehaviour and this is usually when a teacher who is not their usual teacher takes the class. No misbehaviour was observed during the inspection.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and say that, although they may fall out, there is not much bullying. School records confirm this. Pupils have a good understanding of different types of bullying including physical, mental and cyber-bullying. If bullying did occur, pupils say they are confident that teachers and other adults would deal with it quickly and effectively. The family support worker is well respected and works effectively with pupils whose circumstances might make them vulnerable.
- Pupils have a clear understanding of risk, which is strongly reinforced by the school's focus on personal safety. For example, pupils know why they should not give out personal information such as their names and addresses to strangers, including when using the internet.

### **The leadership and management are good**

- Leadership and management are good, as shown by the way the headteacher and other senior leaders have built on the strengths evident at the time of the previous inspection, and have made sure that standards are rising throughout the school. Despite instability in staffing, senior leaders have successfully ensured that pupils' achievement by the end of each key stage has improved from the previous year.
- Senior leaders have a good understanding of the quality of teaching because of their regular and rigorous monitoring activities. Where teaching has fallen short of what is expected, leaders have taken swift and decisive action to successfully address it. Systems for managing teachers' performance are strong. Teachers' targets are based on pupils' progress and are well linked to training and to teachers' salary progression. Any underperformance in teaching is tackled well. This means the quality of teaching is continually improving.
- School improvement planning is closely linked to the detailed and accurate self-evaluation and results in appropriate objectives for future improvements being set. This includes the continued raising of expectations and challenge, particularly in reading and writing, and the honing of assessment skills to improve the accuracy of assessments for some teachers who are new to the school or returning from absence.
- Leaders of different subjects have been carefully inducted by senior leaders and given training to develop their leadership skills. Although the leaders for English and the Early Years Foundation Stage are making a positive impact on teaching and learning, other leaders are not as effective. They are not yet effectively monitoring teaching and learning in their areas of responsibility, so they can make improvements.
- Vibrant displays throughout the school celebrate pupils' work and show the good breadth of learning that takes place. A well-planned range of subjects underpins all of this. The opportunities pupils have to work together and the visits and visitor programmes contribute well

to pupils' spiritual, moral, social and cultural development.

- The sports funding for primary schools has been used effectively to provide sports coaching and a much wider range of sporting activities in and out of school hours. The range of extra-curricular sporting and other clubs is good and pupils make good use of what is available. Forty three more pupils now attend sporting clubs and teachers have increased their expertise in teaching this subject.
- The local authority provides good challenge and support to senior leaders through termly visits and careful analysis of data. The school also benefits from working closely with the Symphony partnership of Leicestershire schools. In preparation for the new National Curriculum in September, teachers from all schools have worked to produce an assessment system which will meet the forthcoming requirements.
- Parents' responses to the recent school questionnaire were positive as are their responses on the school's reports. However, Parent View showed that a minority of parents were unhappy with the school's work, and that there are strained relationships between leaders and this small group of parents. Senior leaders and governors recognise why there are concerns, particularly about staffing changes. They know they have to implement strategies to restore parents' faith in their work. The website at the present time does not communicate well enough what is happening in the school, for example, the progress of pupils' eligible for pupil premium.
- **The governance of the school:**
  - Governors provide an appropriate balance of challenge and support and are committed to seeing the school improve. They have a secure understanding of the school's work and the quality of teaching. They use data well to track pupils' progress and compare it with that in other schools. Appointed governors set targets for the headteacher and staff. They have a clear understanding of the management of teachers' performance and the implementation of the national 'Teachers' Standards' in relation to salary progression.
  - Governors regularly visit the school to gain first-hand views of its work. They receive regular reports from senior leaders, including on how well each year group is doing. They keep a close eye on finances and know, for example, how the pupil premium and sports funding are spent and what difference this is making to the achievement and well-being of eligible pupils.
  - Governors attend training to keep their skills and knowledge up-to-date and ensure they fulfil their statutory duties effectively, for example those relating to safeguarding.

## 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>	431701

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>	382
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Scarborough
<b>Headteacher</b>	Cath Allison
<b>Date of previous school inspection</b>	4 October 2012
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