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Mr P McVeigh  
Headteacher  
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Dear Mr McVeigh

### **Short inspection of Holywell Green Primary School**

Following my visit to the school on 3 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2011.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

You have successfully maintained good standards in all areas of the school's work since 2011. The school's work is making a substantial and sustained contribution to children's lives. Your expertise is rightly recognised by the local authority as you are now working with another school to develop practice there.

Working closely with the deputy headteacher and subject leaders, you have a clear understanding of the strengths of the school and the areas that need further development. Your ambition to achieve outstanding outcomes for all pupils fuels your drive for 'relentless consistency' that is shared by the effective and hardworking teachers.

Since the last inspection, pupils continue to achieve good standards in reading, writing and mathematics. Pupils develop writing skills to a high standard due to the frequent and varied opportunities they get to write in different lessons. You use creative arts subjects very effectively to promote pupils' enjoyment of learning and pupils' well-developed drawing skills feature strongly in their books and work.

Teachers, supported by all leaders, are quickly becoming skilled at using the new assessment system you have introduced. They are ensuring that pupils are securing and mastering skills expected of their age in a range of subjects.

Pupils behave very well and show high levels of respect for each other. Several pupils described rules about playing safely and they recognise the fairness of the consequences for anyone who breaks the rules. Pupils talked confidently about how safe they feel and how staff sort out any problems they experience.

The majority of parents have a positive view of the school. Several described how well pupils with very different skills and backgrounds are supported equally well. A very small number of parents expressed some concerns on Parent View. You and the governors recognise the need to develop different ways of working with parents so that they all understand the range of support you offer their children.

### **Safeguarding is effective.**

Pupils say they feel safe and learn how to keep themselves safe in a range of situations. Staff are aware of their duty to monitor and report concerns. You maintain effective records about how you work with other agencies to support pupils and their families who experience difficulties. You actively support the multi-agency 'early help' process within the local area.

### **Inspection findings**

- Pupils continue to make strong progress in a range of subjects, particularly in writing and mathematics. You have analysed the slight drop in the results in reading in 2015 and are taking effective action which is securing improvement in this area.
- Pupils' current work and your assessment information show that disadvantaged pupils are making good progress. Leaders and teachers track the progress of all pupils and quickly target those who may fall behind. The interventions are short and effective in getting pupils back on track.
- Teaching is effective. I saw many examples of teachers' feedback to pupils, both verbal and written, that is really helping pupils move on to their next steps. This is not limited to mathematics and English books but applied equally well, for example, in topic work and Spanish books.
- Pupils demonstrate their eagerness to learn. Attitudes to learning in the classes visited were exemplary. Only Year 2 pupils showed any signs of their attention flagging and this was just after their swimming lesson. Year 6 pupils were keen to show me work in their books, and they are justifiably proud of the progress they are making. They appreciate the help they are getting to prepare for the tests at the end of the year, even when the work is hard.

- The personal development, behaviour and welfare of pupils is a strength of the school. Pupils enjoy and know the benefit of the opportunities they have to take responsibilities in school. The buddy system between children in the Reception class and Year 6 is appreciated by all concerned, including the parents. Year 6 pupils show a very mature approach to supporting the younger pupils as they know their role is to help them make friends with other children and not get too dependent on their 'buddy'.
- Pupils' attendance is high. This is because they enjoy coming to school and because of the work you do to support parents in understanding the importance of regular attendance at school.
- Subject leaders have good knowledge of the progress that pupils are making. They check how effectively teaching leads to good progress and they support teachers to continue to develop their skills. Two of the leaders moderate assessments in other schools for the local authority. This helps you make sure assessments at Holywell Green are accurate.
- The early years leader is a specialist leader for education for early years. Her work with other schools means that pupils benefit from new ideas and challenges gleaned from other schools. The Reception Year teacher has introduced the use of a baseline assessment process for children in her class. This new process has given you detailed information about children's early starting points which you are using to plan what they need over the next few years to help them make the best progress.
- Governors, some of whom are new to the role, are developing how they challenge the school to reach even higher standards. Governors demonstrate a clear understanding of how to use assessment information to prompt further developments, and a determination to ensure that additional funds for specific pupils are used as well as possible.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- sharpen the way they measure the impact of the use of additional funds provided for specific pupils so that they are sure they are getting the best possible value
- all staff achieve the 'relentless consistency' you clearly describe in all areas of the school's work.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Calderdale Metropolitan Borough Council. This letter will be published on the Ofsted website.

Yours sincerely

Susan Hayter  
**Her Majesty's Inspector**

## **Information about the inspection**

During the day we visited several classrooms for differing amounts of time and discussed your view of the teachers' impact on the pupils' work and progress. I reviewed pupils' books and talked with them in lessons and at playtime.

I met with parents on the playground as they arrived with their children and took account of 40 responses on Parent View and 14 free text comments received.

I met with you and the deputy headteacher throughout the day and held meetings with representatives of the governing body and middle leaders. I was unable to make contact with the external consultant who works with the school.

Documents, records and minutes of meetings relating to all aspects of the school's work were reviewed.