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Mrs Elizabeth Hayes-Jones
Headteacher
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Dear Mrs Hayes-Jones

Short inspection of Hollyfast Primary School

Following my visit to the school on 19 April 2018, 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 November 2013.

This school continues to be good.

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

Ensuring the highest levels of care and welfare to promote the well-being of all pupils, regardless of their background, is at the heart of everything you and your staff do. With the support of governors, you have established a truly welcoming and harmonious school community.

As an inspirational leader, your passion and clear vision underpin the positive work carried out by the school. You are determined that every child succeeds and, therefore, do not shy away from making difficult decisions.

With the help of your senior leaders, other leaders and governors, you are constantly reflecting on the strengths of the school and are identifying where further improvements might be achieved. You have addressed most areas identified in need of further improvement at your previous Ofsted inspection.

You, together with senior leaders and governors, have put well-informed plans in place to secure ongoing and ambitious school improvement.

School monitoring is robust and provides staff with not only their strengths and development points, but also highly effective support mechanisms and bespoke improvement plans. These are designed to bring the best out of staff.

Standards at the end of early years have been above national averages for the last three years. The school has been quick to identify differences in achievement between different groups, such as boys and girls, and is working with success to reduce these.

At the end of key stages 1 and 2, the proportion of pupils reaching the expected standard for their age in reading, writing and mathematics has been above average year after year. You have now rightly set your sights on increasing the number of pupils who are exceeding age-related expectations or are working at greater depth. Pupils' books clearly demonstrated that more pupils are now being set challenging work, but you have acknowledged that this needs to be more consistent across the school.

Pupils currently in the school are continuing to make strong progress because of effective teaching. School data shows that the vast majority of pupils are on track to achieve at least the expected standard for their age this year, with some making rapid progress.

Pupils say that there is very little bullying and bad behaviour is not tolerated. They also say that any issues are dealt with quickly and they would have no hesitation in telling an adult if they were worried about anything. School council members were bursting with pride when talking about the school. One pupil told me that, 'The school's motto is to work hard to be the best we can and we all believe in that.'

Almost all the parents who responded to the Parent View online questionnaire and those who spoke to me were very positive about the school. Parents stated that their children loved school, loved waking up in the morning on a school day and loved how the school wanted to get the best from everyone. They praised the level of communication, the care shown by the teachers, how staff were inclusive and how receptive and open you were to discuss any issues with them.

Safeguarding is effective

Safeguarding is a strength of the school. The strong sense of community, the commitment to supporting others and the staff's understanding of the school's policies ensure that pupils are safe. Senior leaders are approachable and highly visible around the school. Parents and pupils know that any concerns they have will be addressed promptly. Safeguarding arrangements are robust. The school works well with external agencies to secure effective support for pupils. Your staff go the extra mile to ensure that families in need of support are helped so that their children's education does not suffer at times of crisis. As the designated senior lead for safeguarding, working very effectively with the senior leaders and the governing body, you have ensured that all safeguarding arrangements are fit for purpose and that the school sees safeguarding pupils' welfare as a priority. Attendance levels are high and the school is supportive in helping the very few pupils whose attendance is irregular to come to school regularly.

Inspection findings

- Standards at the end of early years have been above the national average for the last three years. The school has identified differences in achievement between groups, such as between boys and girls, and is working hard to diminish any differences. Under the guidance of a capable early years team and strong early years foundation stage leader, children grow in confidence and are very well prepared for learning in Year 1.
- The school's strong grounding in phonics in early years is built on in Year 1. The school's results in the Year 1 phonics screening test have been well above national averages over the last three years, with the 2017 results showing almost all pupils reaching the expected standard for their age.
- There is some strong teaching in key stages 1 and 2. As a result, the number of pupils reaching the expected standard for their age in reading, writing and mathematics at the end of Year 2 and Year 6 is broadly in line with or above national averages. Nevertheless, teaching does not always get the very best out of the most able pupils. There is scope for them to do better in reading, writing and particularly mathematics. Evidence gathered during this inspection shows that you and your leadership team are alert to this and have matters in hand.
- Your improvement plans are fit for purpose and support your aims for the school well. You have set ambitious targets and clear actions to make sure that pupils' outcomes are at least at the national expectation, as soon as possible for those working at greater depth.
- All staff who spoke to me and almost all of the responses in the staff questionnaire indicated that leaders do all that they can to ensure that the school has a motivated, respected and effective teaching staff.
- Senior leaders have a clear understanding of the quality of teaching and learning in school and use monitoring to provide both whole-school and specific next steps for individual teachers. Leaders who met and spoke with me were well informed and presented a detailed knowledge of the quality of provision on offer. They were able to present highly evaluative reports and informed plans. They know what improvements are needed to achieve excellent provision and outcomes and support this with effective forward planning. You know that there is more to do and are working hard to improve all aspects of the school's work.
- The governors are knowledgeable and bring a wealth of expertise to the school and are very effective in holding leaders to account. They are very proactive, have formed positive links with school staff and are keen to see the work of the school for themselves.
- Good and better teaching is supported by the school's rich and vibrant curriculum. This captures pupils' interest and provides them with essential skills, knowledge and understanding while offering plenty of variety, breadth and the opportunities to apply their literacy and numeracy skills in other subjects.
- Leaders use assessment information about pupils effectively. Leaders check that teachers are providing the extra support that pupils need in their learning to help them make better progress. Teachers meet together on a half-termly basis to

ensure that the judgements they make about the standard of pupils' work are accurate.

- The curriculum is enriched through using external visitors and by the pupils undertaking school visits. These are adapted in order to meet the needs of the current year group and pupils' interests. For example, a trip to Chester Zoo was arranged due to an interest shown in the natural world by pupils in that particular year group.
- The school fulfils its duty to promote pupils' spiritual, moral, social and cultural awareness admirably, through its emphasis on teaching religious, human and fundamental British values. Pupils are tolerant and show regard and respect for each other and adults. They develop positive relationships, know right from wrong and behave extremely well. Bullying is rare and taken very seriously.
- The school nurtures its close partnership with parents extremely well. Parents are supportive and appreciative of all that the school provides. Of the 28 parents who responded to Ofsted's online questionnaire during the inspection, most agreed that their children are happy, safe and well looked after. They believe they are taught well and make good progress. They would recommend the school to another parent.

Next steps for the school

Leaders and those responsible for governance should ensure that they:

- increase the proportion of pupils exceeding the expected standards in reading, writing and mathematics and working at greater depth at the end of key stages 1 and 2
- further embed the challenge provided to the most able pupils
- diminish differences in achievement between different groups of pupils.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Coventry. This letter will be published on the Ofsted website.

Yours sincerely

Nadeem Bhatti
Ofsted Inspector

Information about the inspection

During the inspection, I met with you, senior leaders, staff and governors. I carried out short observations of teaching and looked at pupils' work in books and on display. I talked with pupils in lessons and met with a group of pupils to gather their views. I spoke with parents at the beginning of the school day. By the end of the inspection, there were 65 recent responses on Parent View, Ofsted's online

questionnaire. I took account of these responses. I also spoke to three newly qualified teachers to establish the level of support provided to them since their employment.

I looked at several documents, including pupils' progress information; the school's own evaluation of its performance; development plans; external monitoring/inspection reports; and a range of school records. I observed pupils' behaviour in lessons and around the school. I also checked the school's website and the procedures for keeping pupils safe. I asked members of staff, pupils and parents about safeguarding matters.