

Inspection of Holway Park Community Primary School

Shakespeare Avenue, Taunton, Somerset TA1 2JA

Inspection dates: 17–18 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils like coming to this school. We saw them playing and interacting very positively with each other at breaktimes. Pupils told us they like the amount there is to do at lunchtimes. In lessons, pupils are attentive. They show good attitudes to their learning because they want to please their teachers.

Some pupils find it hard to manage their own behaviour. When this is the case, staff are skilled and know how to help them. Pupils understand that everyone is different. They accept people's differences, which helps everyone to feel like they belong. Some pupils say that bullying has been an issue for them. However, pupils rightly believe staff take them seriously and deal with any issues appropriately.

Pupils say they like what the school offers to help them learn. We saw pupils engaged and trying hard in nearly all the lessons we visited. Pupils appreciate the opportunities to learn outside and visit interesting places. Pupils really like the staff that work with them, including teachers and teaching assistants. They say that staff keep them safe and look after them. Pupils believe their teachers make lessons fun and interesting. The majority of pupils have learned to love reading.

What does the school do well and what does it need to do better?

Leaders have improved this school since the last inspection; in particular, reading, writing and mathematics. Teachers plan an interesting and engaging curriculum, which helps pupils to build on what they know and can do in mathematics. The school's approach to developing pupils' writing is working well. Pupils' writing is of a very good standard. Pupils are making better progress year on year. Consequently, pupils have positive attitudes to their learning and behave well in lessons.

Teachers are proud to be storytellers for their pupils. They have ensured that every class is a place where pupils can learn to love books. The way teachers help their pupils learn to read is effective. As soon as children start school, they learn their sounds and so pick up reading quickly. However, sometimes the books children take home when they first start reading are not helpful because they do not match the sounds learned in class.

Until recently, subjects such as history and art have not been well planned. Leaders have begun to bring about improvements. They have prioritised developing staff knowledge in these subjects. This work is beginning to pay off. Teachers are taking greater account of what pupils already know. Consequently, lessons now help pupils to know more and remember more. There are clear signs that the curriculum in these subjects is improving.

Some subjects are further along than others. Teachers are already planning lessons that build on pupils' knowledge. For example, we saw physical education lessons that were delivered in a way that helped pupils build on their knowledge when

controlling a ball. The subject leader has supported staff to plan sequences of learning to achieve this. Science is taught in weekly blocks, which are spread out over time. This means that several weeks can elapse before pupils are taught science again. Consequently, pupils often struggle to remember what they have learned in previous lessons.

The school's work to promote pupils' personal development is a strength. There are a lot of different ways that this is working well. For example, leaders have introduced 'eco schools' as a strategy to help pupils think about how they look after the world around them. Pupils speak positively about the work they do. They are particularly positive about learning outside in the copse.

Leaders have helped some pupils to attend better. However, there are still some who could be supported to attend well. We have asked the headteacher to do more to improve pupils' overall attendance.

Pupils with special educational needs and/or disabilities (SEND) do well at this school. That includes those pupils who learn in the specialist resource base. Leaders of the base are very effective. They know how pupils with a range of additional needs learn. Leaders make sure that lessons meet pupils' individual needs well.

Children make a flying start in the Reception Year. Children learn to read from the earliest possible moment. Staff help children to settle quickly and make learning fun. For example, teachers help children to learn familiar stories, rhymes and songs. The learning environment enthuses children and captures their interests. Staff use assessment effectively to help children make strong progress from their starting points.

Leaders are ambitious for pupils. They have secured improvements to teaching in a short amount of time. Sometimes leaders do not communicate well enough with staff or with parents. Some parents told us that they hear about things too late. Some staff are unclear about why leaders make certain decisions. As a result, sometimes people feel decisions are made too late, or without thought, when this is not actually the case.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take keeping children safe very seriously. They know the school, its pupils and the community really well. Leaders have created a caring and happy environment. For example, staff work well with families who might need extra help or support.

Those responsible for safeguarding, including governors, ensure that school policies are appropriate and effective. Staff receive regular training. Leaders are knowledgeable about important areas of safeguarding. For example, they have provided extra training and curriculum opportunities to help pupils learn how to stay

safe on the internet. Consequently, pupils are also very knowledgeable about internet safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders need to continue to review the impact of their new plans for the curriculum when implemented. In particular, they need to check how well the design of the curriculum helps pupils know more and remember more of what they learn across all subjects. For example, currently the way science is taught covers the national curriculum and is planned to build on what pupils know and can do. However, because science is taught in weekly blocks, pupils say they find it hard to remember what they are taught from one science week to the next.
- Leaders should help teachers amend their practice so that lessons help pupils know more and remember more of the curriculum, particularly in subjects other than English and mathematics. Sometimes teachers are too worried about covering the content of the curriculum and plan too much into single lessons. This confuses pupils. Teachers need to make sure they plan opportunities for pupils to revisit old ideas so that they are embedded in pupils' long-term memory.
- Leaders should continue to improve the attendance of pupils. Although pupils with SEND and disadvantaged pupils are attending better, some pupils still do not attend as well as they should.
- Leaders should improve how they communicate with teachers and with parents. Although decisions are often made for the right reasons, the way people find out is not helpful.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123739
Local authority	Somerset
Inspection number	10111467
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	The governing body
Chair	Rebecca Ward
Headteacher	Susan Brewer
Website	www.holwaypark.somerset.sch.uk
Date of previous inspection	16–17 May 2017

Information about this school

- Holway Park Community Primary School is larger than the average primary school.
- Since the last inspection the school has opened a specialist resource base for pupils who have an autistic spectrum disorder. There are currently 12 pupils using the resource base.
- The school was last inspected on 16 to 17 May 2017.
- Pupils start at the school in their Reception Year, which is the academic year in which they turn five.
- Governors run a before- and after-school club for pupils between the ages of four and 11.
- The large majority of pupils are from White British backgrounds.
- A very small number speak English as an additional language.
- The proportion of pupils with SEND is above the national average.
- A high proportion of pupils are known to be eligible for support from the pupil premium.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher; the special educational needs coordinator (SENCo); the early years leader; two members of the governing body, including the chair of the governing body; and a representative from the local authority. Inspectors also met with a range of subject and curriculum leaders, including the reading lead, the mathematics lead and members of the curriculum development group, and the majority of teachers.
- Inspectors focused on reading, mathematics, science, geography and art. They did this by discussing these subjects with senior and subject leaders, teachers and pupils. They also visited a range of lessons and scrutinised pupils' work. The lead inspector listened to some pupils read from both key stage 1 and key stage 2.
- To inspect safeguarding, inspectors met with those responsible for safeguarding, including the headteacher and SENCo and members of the governing body. They spoke to pupils and observed how the school was organised at the beginning of the day and during break and lunchtimes. Inspectors analysed documentary evidence, including the records kept by leaders, recruitment records and training logs.
- Inspectors also met with leaders to discuss the wider curriculum, how they manage behaviour and records of bullying and behaviour incidents. Inspectors analysed 16 responses to Parent View, Ofsted's online parent survey, and met with some parents at the start of the second day of the inspection.

Inspection team

Matthew Barnes, lead inspector	Ofsted Inspector
Katherine Powell	Ofsted Inspector
Wendy D'Arcy	Ofsted Inspector

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