

Inspection of a good school: Hollywell Primary School

Hardy Street, Kimberley, Hollywell Primary School, Nottingham, Nottinghamshire NG16 2JL

Inspection dates:

6 and 7 June 2023

Outcome

Hollywell Primary School continues to be a good school.

What is it like to attend this school?

Pupils love attending this school. They are keen to learn and appreciate how their teachers make every lesson enjoyable.

Leaders have carefully established an aspirational and caring ethos. There are highly respectful and supportive relationships between staff and pupils. Pupils respond consistently well to high expectations staff set for their behaviour. They are polite, considerate and work hard in lessons. Pupils say lessons are rarely disrupted. They feel safe at all times in school. Pupils learn about bullying but say that it is exceptionally rare. Without doubt, they know adults would act quickly to stop it.

Many parents comment that there are fantastic opportunities for pupils. A variety of well-planned trips and clubs enrich pupils' learning and stretch their talents. Pupils thrive on the many activities that grow their character. They enjoy the great outdoors and teamwork in forest school sessions. Older pupils talk about taking risks when ice-skating and how this helps them be more resilient. They say camping and cooking their own healthy food, using vegetables from the school allotment, increase their independence.

The curriculum inspires pupils. It prepares them to be confident and caring members of society, as well as enabling them to achieve high standards.

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

Leaders prioritise reading. They know that it is the stepping stone that enables pupils to achieve well across the curriculum. Leaders recently introduced a new, more ambitious phonics programme. Children in the Reception class learn phonics from the start. Pupils build on their knowledge of sounds as they progress into Year 1. Pupils enjoy the interesting books that match the sounds they have learned. They typically become fluent readers.

Staff regularly check pupils' progress with reading. Well-trained staff consistently provide extra phonics if pupils fall behind. They carefully tailor this support for older pupils and those with special educational needs and/or disabilities (SEND). Storytime provides a pleasurable end to each day for everyone. Pupils are eager to visit the welcoming library at lunchtimes. Leaders invest in high-quality books, including those that pupils recommend.

Leaders have a precise view of what they want pupils to achieve through the rich and varied curriculum. Every step, from Reception to Year 6, is clearly set out on pupils' 'road maps'. Leaders' sequenced plans precisely detail how each step builds on pupils' existing knowledge. As a result, teachers know exactly what pupils need to learn next. They plan well-structured lessons with interesting and appropriate activities. Teachers provide clear explanations and continually check pupils' understanding. They adapt or revisit prior learning when necessary. In mathematics, teachers make sure pupils fully grasp new concepts before moving on.

Teachers provide extra 'helping hands' of support throughout every lesson. These adaptations ensure that pupils with SEND can access the full curriculum. Staff provide a bespoke curriculum when it is more appropriate for individual pupils.

Leaders are making sure that pupils build successfully on their learning from the early years. Younger pupils are learning increasingly well. Older pupils achieve particularly well in the statutory assessments. There have been some changes to the wider curriculum recently. These have not yet made the difference that leaders intend. While pupils remember some key ideas and interesting facts from their topics, some pupils do not always recall the most important knowledge in some subjects. They do not yet consistently connect knowledge or apply it in their work as leaders intended.

Subject leaders receive training to develop and improve their subjects. They talk to pupils and check their work to see what pupils can recall. They identify aspects to improve, such as ensuring that staff emphasise important vocabulary. Some subject leaders are highly effective. Pupils' experience of these subjects is consistent. Some subject leaders are newer to their roles. They are at the early stages of improving the quality of teaching in their subjects.

Pupils' personal development is at the heart of the Hollywell curriculum. Leaders plan a range of experiences to promote the future success of disadvantaged pupils. They make sure all pupils learn how to be responsible members of society. The school rules, 'ready, respectful and responsible', support this. Leaders encourage pupils to be self-motivated and develop leadership skills. Pupils hold responsibilities through the school council or one of the different 'crews'. The PE crew organise sports and games for younger pupils at lunchtimes. They are proud to make good use of their time.

Staff love working at Hollywell. They benefit from quality training provided by the school and the trust. Staff appreciate how leaders promote their development while considering their well-being. Leaders listen and respond if they have a concern.

Safeguarding

The arrangements for safeguarding are effective.

The school has a vigilant safeguarding culture. Staff receive appropriate training and weekly updates about the different risks pupils might encounter. Staff know that they must report all concerns immediately. Leaders swiftly follow up their concerns, no matter how small.

Leaders keep accurate records. They work with external agencies and families to keep pupils safe. The governors and the trust regularly check the safeguarding arrangements.

Leaders ensure that pupils know how to stay safe. Pupils learn about riding their e-scooter or bike safely, for example, and about online safety. They will talk to a trusted adult if they have a worry.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Recent changes to the curriculum have not yet made the difference to pupils' learning that leaders intend. Pupils do not always remember the key knowledge that leaders have carefully set out. Pupils do not understand how their learning connects together as well as they might. Leaders should continue to check that the new curriculum helps pupils to understand what they are learning next and why. They should make sure that all pupils' knowledge is building well over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Hollywell Primary School, to be good in October 2012.

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 information from Ofsted Parent View 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.

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	145828
Local authority	Nottinghamshire County Council
Inspection number	10268486
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Andrew Hindmarsh
Headteacher	Elizabeth Ellis
Website	www.hollywell.notts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school became an academy in April 2019. It joined the East Midlands Education Trust (EMET) in June 2021. When its predecessor school, Hollywell Primary School, was last inspected by Ofsted in February 2017, it was judged to be good overall.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other senior leaders, subject leaders and groups of staff and pupils. The inspector met with three members of the local governing body. The inspector also met with three representatives of the trust, including the chair of trustees.
- To inspect safeguarding, the inspector spoke with parents and pupils. She scrutinised documents that the school keeps and spoke with leaders and staff.

- The inspector took account of the responses to the Ofsted Parent View survey and the written comments from parents. She also spoke to some parents.
- The inspector took account of responses to the staff and pupil surveys.
- The inspector carried out deep dives in these subjects: reading, mathematics and computing. Inspection activities included discussions with curriculum leaders about their curricular thinking, lesson visits, observing pupils reading, and discussions with teachers and pupils about learning. The inspector also looked at plans and pupils' work for other curriculum subjects.

Inspection team

Claire Stylianides, lead inspector

Ofsted Inspector

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