

INSPECTION REPORT

HOLLYWELL PRIMARY SCHOOL

Kimberley, Nottinghamshire

LEA area: Nottinghamshire

Unique reference number: 122714

Headteacher: Miss J. Garrigan

Reporting inspector: Mr. R. R. Fry.
21073

Dates of inspection: 3 – 4 February 2003

Inspection number: 248380

Short inspection carried out under section 10 of the School Inspections Act 1996

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Glossary

Baseline assessment – tests for pupils when they join the school or in their first year.

'Booster' classes – extra classes provided for pupils in English and mathematics to help pupils to do better in the SATs (national) tests.

Co-ordinator – teacher in charge of organising a subject, such as English or physical education.

Curriculum – everything the school teaches pupils in and out of class, such as English, science and health education, visits and visitors.

Foundation Stage curriculum. Social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.

ICT – information and communication technology.

Key Stage 1 (infant age) – pupils aged 5 to 7 years old. (Years 1 and 2)

Key Stage 2 (junior age) – pupils aged 7 to 11 years old. (Years 3 to 6)

Multi-cultural education – for example, the study of the beliefs of different ethnic groups within the United Kingdom.

National averages – refer to National Curriculum test results and teachers' assessments in English and mathematics where there are national comparisons with all schools and similar schools in Years 2 and 6.

National expectations – most pupils are expected to reach Level 2 in all National Curriculum subjects at the age of 7 years and Level 4 at the age of eleven.

National tests – sometimes known as SATs, tests for all pupils 7, 11 and 14 years old.

Pupil – term used for a child of compulsory school age.

SATs – national tests for pupils aged 7, 11 and 14.

Scheme of work – courses of lessons in eg. English, for teachers to use when planning lessons. The school uses national guidance provided by the Qualifications and Curriculum Authority (QCA) to help them plan lessons for some subjects.

School development plan – set of plans that show how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money.

'Similar' schools – Schools are placed in groups for the purpose of comparing SATs results with other schools, based on the proportion of pupils eligible for free school meals. For example, one group covers schools who have 8 – 20 percent of pupils who are eligible for free school meals.

Tracking – word used to describe a method of recording individual pupils' progress.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Hardy Street
Kimberley
Nottingham

Postcode: NG16 2JL

Telephone number: 0115 9195898

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Appropriate authority: Governing body

Name of chair of governors: Mr. B. Brewster

Date of previous inspection: 24 November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hollywell is a below average sized primary school for boys and girls aged between four and eleven years. The school educates pupils from Kimberley and the surrounding area. It has 168 pupils on roll. Children's attainment on entry to the school is slightly above average. Five per cent of pupils are known to be eligible for free school meals, which is a below average proportion. Eleven per cent of pupils have special educational needs, which is below the national average. Some pupils, for example, need extra help with reading and writing skills or have severe learning difficulties. Some pupils (11 per cent) have either joined the school after the Reception year or left before the end of Year 6. All pupils speak English and no pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

Hollywell Primary School is a very effective school. Pupils' standards of work at the end of Year 6 in 2001 and 2002 were well above average in comparison with schools nationally and pupils achieved very well. The teaching is very good and the work that pupils do is relevant and interesting. The leadership and management of the school are very good. All adults work very well together and seek to maintain the high standards of pupils' work. The school involves all pupils in everything that it does effectively. The school gives good value for money.

What the school does well

- Pupils attain well above average standards by the end of Year 6 and they achieve very well.
- The leadership and management of the school are very good.
- The teaching and learning in lessons are very good.
- The school cares for pupils very well and it provides a very good curriculum.
- Pupils' attitudes to school, behaviour and personal development are very good.
- Parents support the school very strongly and children's attendance at school is very good.

What could be improved

- In a few lessons, teachers do not provide work that extends the higher attainers fully or encourage the oral contributions of lower attaining pupils frequently enough.
- Governors do not have a formal programme for checking on the day to day working of the school.
- The provision of homework is inconsistent.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. The school has made good improvements since then. The headteacher is now the co-ordinator for the assessment of pupils' progress. The school now has good systems for assessing pupils' attainment and progress. Senior teachers are very effective co-ordinators of their subjects. Less experienced staff have made a good start with their co-ordination roles. The provision for pupils' multi-cultural education has improved and arrangements for monitoring pupils' personal and social development are now good.

There are other improvements. The teaching is better and many lessons observed during this inspection were very good. The standards of pupils' work have improved considerably in the last four years. The school knows much more about patterns in pupils' results. The school is much better equipped for information and communication technology lessons. Teachers have put the many new school initiatives, such as the literacy and numeracy strategies, into place very effectively. The school was successful in 1997 and the school has maintained those strengths, such as in pupils' behaviour and in relationships with parents.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Hollywell compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	B
Mathematics	B	A	A	A
Science	B	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the table above, pupils' performances in Year 6 have been above or well above average compared with all schools over the last three years. In 2002, Year 6 pupils' standards of work in English, mathematics and science were well above average compared with all schools nationally. In comparison with similar schools, standards in mathematics and science were well above average in 2002. In English they were above average. Pupils met or slightly exceeded the high targets set by teachers in all three subjects in 2002. In 2001, results were also well above average. Pupils overall achieve very well by the end of Year 6. The achievement of the higher attainers is occasionally limited by the tasks they have to do.

In the Reception class, most children attain the standards expected of children nationally by the end of the year and make sound progress. Some children attain beyond the standards expected. Young children become more confident and learn many important skills, such as how to answer questions clearly.

The results of the very good teaching of basic skills from the Reception class onwards in reading, writing and mathematics are evident in the school's results. Pupils' standards in Year 2 over the last three years have been above or well above average in reading, writing and mathematics in comparison with all schools.

Pupils with special educational needs across the school attain the targets in their individual education plans and they achieve very well. Boys' and girls' standards of attainment are similar overall, although girls' standards of writing are a little higher, in keeping with the national trend. Pupils' work observed during the inspection was above the expected standards in the National Curriculum in most lessons. Pupils made good or very good progress with the tasks they were set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils show an exceptional interest in school life and enjoy going to school. Pupils listen very attentively to teachers and to each other during lessons. They respond confidently in lessons and relationships are very good.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and during lunchtimes. Pupils work very well together on shared activities. Movement around the school is also very good. Older pupils willingly help younger pupils.
Personal development and relationships	Very good. The school's emphasis on developing pupils' moral and social awareness has been very successful. Pupils get on very well with each other. Most pupils have a great sense of personal responsibility for their actions.
Attendance	Very good, and well above average at 96.2 per cent last year. The national average is 94.1 per cent. The school occasionally authorises absences that it should not, such as time taken for holidays above 10 school days.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3-6
Quality of teaching	Good	Very Good	Very Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The Reception teacher has been in post for four weeks. Her attention to young children's individual needs in the Reception class helps them make a good start to their education. Activities in lessons are varied, well planned and broken down into elements children can understand. The teacher provides many opportunities for children to read, write and count in small groups. The working atmosphere in lessons is good.

There is a strong sense of teamwork amongst staff. Across the school, English and mathematics are taught very effectively. Pupils learn to read, write and to understand numbers very well. Teachers and support staff reinforce ideas and repeat key points of lessons regularly so that pupils learn quickly. Teachers and support staff question pupils to encourage them to think about new ideas and to check their understanding. Teachers often ask pupils to investigate ideas, to use their imaginations and to think ideas through practically. On occasions, teachers call on the higher attainers too often and do not involve quieter pupils of all abilities enough in lessons. Work is usually well matched to the needs of pupils in each class, but the needs of the higher attainers are not always met fully in some lessons. They tend to get all their work right, which indicates that the work is sometimes not hard enough.

Teachers are excellent managers of pupils' behaviour. Pupils with special educational needs learn very effectively because teachers and support staff meet their needs quickly. The teaching of pupils with statements of their special educational needs is of a high quality. There is a purposeful atmosphere in all lessons. Teachers have a wide spread of knowledge and skills that they use effectively to bring about learning. Teachers' high level of expertise showed in excellent music and science lessons in Years 3 and 6 respectively. Pupils' capacity to learn is extended very effectively overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is varied, relevant and interesting. Pupils have many chances to listen and speak in lessons. There is a very good range of clubs for older pupils, of visits to places and of visitors to school. The Foundation Stage curriculum meets the needs of young children effectively.
Provision for pupils with special educational needs	Very good. The provision is very well managed. Pupils make very good progress and some attain national standards at the end of Year 6. Support staff help pupils very effectively during small group lessons. All pupils are very well integrated into lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Hollywell is a happy school. All pupils have the opportunity to take part in everything that the school does. The social and moral tone of acts of collective worship is strong. The school council has a positive effect on school life.
How well the school cares for its pupils	Very good. The school cares very well for all pupils day to day. Pupils' exceptional attitudes to school are a reflection of the relationships that teachers have with pupils. Lunchtime arrangements run smoothly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy headteacher provide excellent leadership. Experienced teachers carry out their responsibilities very effectively. There is a strong sense of teamwork. The administration of the school is efficient.
How well the governors fulfil their responsibilities	Good. Governors take an active role in helping to lead the school. Governors have a good understanding of the school's strengths and areas for development. There is no formal programme of checks on the day to day running of the school by governors.
The school's evaluation of its performance	Very good. The school's development plan is used to check progress towards targets very well. The school has identified all the important areas for development. The fact that pupils' work remains well above average is evidence of the school's success.
The strategic use of resources	Very good. The school has made good use of the money available to it and offers 'best value' in many aspects of its work. Financial controls and monitoring of spending are very thorough. The large under-spend last year has been used to maintain the present arrangement of classes and for important maintenance work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-one per cent of questionnaires (103) were returned and 23 parents attended the meeting

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like going to school very much and make good progress with their work. Behaviour is good. The teaching is good and parents feel comfortable when approaching the school with a question or problem. The school has high expectations of children and it helps them to mature and be responsible. The school is well managed and led. There is a good range of extra-curricular activities for older pupils. 	<p>Some parents feel that -</p> <ul style="list-style-type: none"> The school does not work closely enough with parents and keep them well informed about their children's progress. The range of extra-curricular activities for younger pupils is too limited. The provision of homework is inconsistent.

The inspection team agrees with parents' positive views. Overall, the school has a very good partnership with parents. Inspectors looked into the provision of times for parents and teachers to meet, and at the quality of reports to parents about their children's progress. In all respects inspectors found that the provision is good. The range of extra curricular activities for younger pupils is limited, but the activities provided for older pupils are very good. Inspectors feel that overall teachers provide a good programme of extra-curricular activities. Inspectors agree with parents that the provision of consistent homework and the amount and quality for different ages of pupils requires attention.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain well above average standards by the end of Year 6 and they achieve very well.

1. Over the last two years, pupils have achieved very well by the time they leave the school in Year 6. Teachers have high expectations of pupils and the very good quality of teaching ensures that pupils make very good progress from the time they enter the school until they leave it. Many pupils with special educational needs also make very good progress. All pupils have responded particularly well to the opportunities that the school gives them and to the sense of atmosphere in the school. Parents are very pleased with the progress their children make and in the interest they have in lessons.
2. There are many reasons why pupils' very good achievement has occurred. The school makes good use of its funding to avoid the difficulties with planning to meet all pupils' needs present in mixed age classes. The headteacher and governors have provided a good ratio of adults to pupils and good quality resources for pupils to use. Through these arrangements, pupils receive much help and support and so make better progress in lessons. Teachers display pupils' work and important information clearly. There are many good displays of work, of which pupils are very proud. For example, in Year 5 pupils show that they understand the different states of materials in science and have produced some very good still-life pictures.
3. A significant number of pupils either join the school after the Reception year or leave before the end of Year 6. In many schools, this amount of change can lead to lower standards because significant numbers of pupils have not had the benefit of a consistent education at Hollywell. However, the school manages pupils very well and this factor has little impact on pupils' standards and achievement by the end of Year 6. Teachers respond quickly to pupils' needs.
4. There is much emphasis on teaching pupils the basic skills of literacy and numeracy up to the age of seven, which has been successful. Pupils make good progress. The results of the very good teaching and learning are seen even more clearly later in pupils' results at age 11. A further reason why pupils achieve very well is that teachers plan lessons that challenge pupils. They provide interesting and well written information for pupils to use. Pupils are always clear what they have to do and how long they have to do it. They receive praise when a job is well done. Consequently, pupils have a great sense of pride in their work. For the benefit of inspectors, teachers put out booklets about previous work done in school, events, visits and extra curricular activities. Pupils had contributed to these and frequently at breaktimes groups of pupils would be seen looking through the booklets with a sense of some nostalgia and certainly of great pride.
5. Several lessons are worthy of special mention. Standards of work seen in a Year 3 music lesson were high. Pupils sang in tune and with nearly perfect concentration. Pupils sang 'Row, Row, We are the Vikings,' and sitting one behind the other made the rowing actions in time to the song. The teacher's overwhelming enthusiasm and expertise drove standards up to a high level. As a whole class, virtually all pupils played at least eight different notes on their recorders in time and in tune with everyone else. At another point in the lesson pupils sang a song in four parts and were able to sustain the different parts successfully.
6. In Year 6 pupils were studying how we see things and investigated how shadows change according to the position of the light source. Pupils showed that they could discuss the size and area of shadows in detail and use equipment to help them. Pupils showed

particularly high standards of perseverance when small things went wrong and pieces of equipment did not work temporarily. In a mathematics lesson in the same class, most pupils showed a good understanding of fractions and of how to judge their relative size. The teacher gave exceptionally clear explanations as he worked through the different kinds of examples and pupils' concentration was very good. The successes of the lesson depended on the teacher's expertise, pupils' capacity to concentrate and willingness to take in the information, which in turn led to above average standards of understanding of fractions.

The leadership and management of the school are very good.

7. The headteacher and deputy headteacher provide excellent leadership. They have clear and high expectations of all staff. The school is successful because all teachers work together to improve the school. Teachers have steadily improved the quality of education and ensured that pupils' needs are met each day. The headteacher gives the staff the courage to try new ideas. If an initiative does not work as well as expected, then the school tries another idea, without recriminations. The school has clear reasons for what it does. The headteacher has a strongly held belief that all pupils must have every opportunity to do well. The headteacher keeps the school up to date with educational developments but also takes into account her experience over the years. There is a strong emphasis on the every day care for pupils and on developing a better curriculum which links subjects more coherently. The headteacher and staff know pupils well and they take a detailed interest in pupils' standards of work. Every pupil is valued and parents confirm that there is a family atmosphere in the school.
8. The deputy headteacher sets an excellent example in her teaching and in her attitudes to all aspects of school life. Younger and less experienced staff gain much from her enthusiasm for teaching and the school, the way she develops ideas in lessons and from her general manner. Senior staff make a very good contribution to the smooth running of the school. All the subjects they co-ordinate such as mathematics, art, science and ICT have significant strengths. For example, the school created a good ICT suite a number of years ago, before many schools had this facility. Also the quality of pupils' artwork around the school is above average. Senior staff discuss the future direction of the school in a wide range of areas, such as pupils' attainments each year in National Tests and how teachers should manage their responses to trends in results. Communication throughout the school is very good and everyone feels involved at their particular level.
9. The school's aims are very well conceived. Its main aim is to provide a purposeful, positive learning environment in which children feel secure, valued and confident. In this way pupils realise much of their likely potential. The school is committed to a curriculum that meets the requirements of the National Curriculum and more. It seeks to promote pupils' success through opportunities for them to achieve well. Pupils' attitudes and behaviour are rooted in developing a sense of individual responsibility. The school certainly achieves these aims.
10. All adults have an important role to play and there is a whole-school approach to the management of change. Teachers are thorough in what they do and share expertise regularly. All staff attend courses and bring back information for their colleagues to use. Consequently, teachers are up to date. Teachers who are new to the school have brought fresh ideas, which are welcomed. The very good management has led to pupils' achievement being a strength of the school. The provision for pupils with special educational needs is managed very effectively. The identification of pupils with needs has

allowed the school to boost their performances considerably, in many cases up to the standards that are expected nationally by the time pupils are seven years old.

11. The governing body provides good leadership and support for the management of the school. The governing body makes a significant contribution to the school's development planning process. The chair of governors has a good understanding of the strengths and points for development for the school. For example, he and governors have supported a school organisation based on one class for each year group. Governors make a very good contribution to financial control and ensure there is enough money to pay for this arrangement of classes. Governors know exactly what can or cannot be done and therefore set realistic targets for spending. The chair of governors outlined several reasons why the school is successful. He pointed out the considerable qualities of leadership shown by the headteacher and the efficient way that the business of the school is dealt with. Committees successfully call the school to account for what it is doing and appoint well-qualified and enthusiastic staff.
12. The headteacher is very well focused on the school's priorities and ensures the staff is too. The school's development plan gives the reader a good indication of what the priorities for school development are. For example, the school has identified the need to improve the provision it makes for higher attaining pupils and for homework. The inspection team found no areas for developing teaching further that the school has not already identified for itself. Staff are very clear about what they are trying to achieve within their various roles. The school uses performance management appraisals effectively to highlight areas for whole school action and to motivate staff further. During a meeting with all staff, they were asked, 'Why is the school successful?' The consensus of opinion was that the school was neither large nor very small and there is one class in each year, which makes the organisation of the curriculum straightforward. Class sizes have been kept to below average numbers in each, which increases pupils' involvement and engagement in lessons. Staff feel that they work closely together, and that all important matters are dealt with in a spirit of co-operation.
13. The school's evaluation of its performance is very good. The school checks its progress rigorously using the school development plan and associated documents. Targets in the school development plan are reviewed regularly and they are useful tools for judging the school's progress over the year. The school's development plan contains all the main areas that the school needs to address to make further progress, such as to increase the proportion of pupils who gain standards in English and mathematics above the nationally expected level four in Year 6. The document indicates that the school knows its strengths and areas for development very well. The school makes very good use of the comprehensive joint review process carried out by the local education authority.

The teaching and learning in lessons are very good.

14. The very good teaching and pupils' excellent attitudes to school are two of the main reasons for pupils' standards of work and their individual achievements. Many examples of good to excellent teaching were observed during the two days of the inspection.
15. Teachers revise pupils' knowledge from previous lessons very well. Teachers reinforce ideas effectively and repeat key points of lessons often, so that pupils have every chance to learn and consolidate new ideas. Teachers prepare lessons efficiently and all the things that pupils need are ready for them to use each lesson. Another important feature of the teaching is the very good quality of the support staff, who with teachers work with groups of pupils tirelessly to help them learn new ideas. Relationships between adults

and pupils are very good. Pupils want to learn because they feel valued and included in lessons. There is an excellent atmosphere in school, where pupils work hard and everybody gets on very well. Teachers are very well organised but perhaps the most important feature is the genuine love and care they show for all pupils, which transcends all other factors. Year 6 pupils set an excellent example to all younger pupils. The high quality of relationships underpins much of the success of the school.

16. Pupils with special educational needs are included in all that the school does and staff meet their needs very effectively. Teachers have high expectations of what pupils can do and the work pupils have is well matched to their capabilities. Support staff work very effectively with pupils with special educational needs. A support member of staff was observed working with two pupils with learning difficulties. She kept them on task through sheer force of personality, kindness and excellent organisation of the lesson. Pupils made steady progress with learning to identify characters in a story they were preparing to write.
17. There is a significant turnover of pupils who either join the school after the Reception year or leave before the end of Year 6. Teachers skilfully induct new pupils into the school's systems. They quickly assess new pupils' standards of work and place them in groups commensurate with their capabilities. New pupils soon begin to make good progress and to make a contribution to the school.
18. In the Reception class, children improved their understanding of time and learned what 'yesterday' and 'tomorrow' are as they rearranged the days of the week on a board in the classroom. The teacher was well organised. Later in the lesson, most children knew about the use of capital letters and full stops in sentences. The teacher mixed up six sentences about the story of Goldilocks and pupils improved their reading skills by learning to identify key words in the sentences and then to place the sentences in the right order.
19. Teachers have a very good knowledge of the subjects they teach. For example, in Year 1 pupils had the task of deciding whether or not given shapes join together without overlapping or leaving spaces between them. This lesson was another example of pupils having a challenge to complete and a question to answer rather than just being told information. The teacher used the ICT suite very effectively and pupils soon learnt that some shapes they thought would fit together did not and vice versa. During the lesson the teacher showed pupils how to flip and turn the shapes on screen, which was new learning and helped them further to answer the question.
20. In Year 2, the teacher used humour very effectively to keep pupils on task and interested in the lesson. She was very responsive to what pupils had to say and through a programme of regular revision, pupils showed that they could add two two-digit numbers successfully in their heads. The teacher in Year 3 was highly imaginative in a literacy lesson. Many pupils drafted letters to apply for a job as the main piece in a chess set. Pupils soon began selecting adjectives to describe themselves in a persuasive letter to a chess piece manufacturer. Through this interesting perspective on writing, pupils learnt the value of exciting adjectives to enliven their work.
21. A Year 4 ICT lesson was very successful. By the end of the lesson all pupils had consolidated their understanding of how to control the on screen 'turtle' to make the shapes they wanted, such as a circle. The teacher skilfully reinforced the link with mathematics so pupils learnt, often through trial and error, to move the turtle in such a way as to produce an almost perfect circle.

The school cares for pupils very well and it provides a very good curriculum.

22. The provision for pupils with special educational needs is very good. Pupils with statements of their educational needs receive a very good curriculum that builds on their previous knowledge in small steps, so that pupils can learn new ideas at the right speed for them. The care shown for these pupils is exemplary in the small group lessons. Other pupils who need extra support receive it in the areas where their need is greatest. They receive extra help in English lessons, for example, in small groups with the school's support staff. Many pupils who have been identified as having special educational needs make very good progress and reach national standards in English, mathematics and science at the end of Year 6.
23. Day-to-day, teachers care very well for all pupils. Adults and pupils have very good relationships based on a high level of mutual support and interest. The building is well looked after by the caretaker and cleaning staff. The caretaker provides another valuable service for school. He looks after the computer network and ensures that all machines run efficiently with the co-ordinator for ICT. Lunchtime staff effectively organise pupils and lunchtimes run smoothly. Health and safety matters receive proper attention. Support staff in classrooms make a valuable contribution to lessons. Support staff often sit with a group of lower attainers. As teachers introduce lessons, they quietly repeat the key points made and maintain eye contact with pupils to ensure that they are listening carefully. This process raises pupils' levels of concentration and therefore their capacity to engage successfully with their work.
24. Teachers know their pupils well and meet their needs in the main very effectively. Assessment records of pupils' progress in subjects are good. Pupils' records of progress, for example in English, are used effectively to set their individual progress targets. The school sets high targets for pupils to attain, which are often completed. A feature of the work of the school is that high targets are the norm and in this way the school maintains its well above average standards of work each year.
25. The quality of the curriculum is a positive influence on the standards that pupils attain. Parents report that their children feel that the school makes learning fun and that their children enjoy going to school. Pupils are enthusiastic about what they do because the curriculum is stimulating.
26. The curriculum the school provides in the Reception class gives young children a good start to their education. The teacher presents children with a wide range of activities based on the curriculum for the Foundation Stage. The curriculum helps develop children's motivation to learn. Children develop good reading and writing skills, make up their own stories and learn to spell. The curriculum introduces children to counting, addition, subtraction and patterns in numbers. Children use their senses to investigate the world around them. For example, they discovered some of the properties of porridge during one lesson.
27. The curriculum for ICT has improved considerably. The school has operated the ICT suite successfully for some time. Year 6 pupils were observed learning, for example, how to make graphs and to shade and colour them, using a spreadsheet program. Teachers make conscious efforts to use as many practical and investigative approaches as they can in lessons. In Year 5, pupils made large sculptures of creatures almost the size of their tables, which they found very interesting. They gained much pleasure from working on such a large scale. This approach makes learning much more interesting for

pupils and they work harder. Visits and visitors enrich the curriculum also. A poet and a theatre group have visited the school. Pupils have visited Newstead Abbey for a Victorian day and Nottingham Castle. The school displayed excellent booklets about range of extra-curricular and other activities. Pupils have benefited from a sports days, Harvest festivals, Christmas productions and a production of Romeo and Juliet. Some pupils have been to a water centre to watch birds and to study pond life. Pupils have contrasted two localities, Kimberley with the village of Hartington.

28. The moral and cultural development of pupils benefits from the depth in which they study religious education. Teachers make good use of television programmes, such as about Buddhism in Year 5. Pupils learned about the 'four pillars of truth' and discussion during the lesson tended towards what aspects of this religion offered useful guidance for pupils in their future lives. The school supports LEPRA, a charity for helping leprosy sufferers. In this way, pupils learn to show caring sides for people a long way away.
29. The school council allows pupils to develop a sense of citizenship and it has a significant impact on the working of the school. Pupils consider matters, such as how the playground might be used at playtimes and they show concern for anyone who is unhappy during this time. Inspectors asked pupils about what they thought of the school. All pupils asked said they enjoyed school and that any problems were dealt with quickly by teachers and the headteacher.
30. There are many very good displays of pupils' work and achievements around the school. Photographs in the entrance hall show that pupils have been very successful in local competitions for football, rounders and athletics. The school had saved several models made in design and technology lessons last year. They show a high degree of complexity. Year 6 pupils last year have designed and made devices using cams, gears, push-rods and electric motors, and each of the fair-ground models worked very well.

Pupils' attitudes to school, behaviour and personal development are very good.

31. Pupils' attitudes to work are a strength of the school. Pupils' positive responses enhance their progress in lessons and the standards they attain because they make the most of what they are offered. They show a strong interest in school life and most have a thirst for knowledge. Virtually all pupils respond very well to the teaching. Teachers provide a very good curriculum and pupils have many opportunities to respond positively to school. Parents have considerable confidence in the school and their trust is communicated to their children.
32. Reception children's positive attitudes begin at an early age because the teacher reinforces good social and moral behaviour. There are many examples of pupils' very good responses to school. By the age of five, many children have learned to tidy things away so that they can find things next time. Reception children behaved well in lessons. During mathematics group work, children worked together on different tasks about the number six. They practised counting together during the introduction to the lesson and then immediately settled to work in groups. Most children showed maturity for their age. Because children are willing to try, they began to understand that if the total is six and there are two in a circle then there must be four outside it.
33. Pupils showed very good powers of concentration in many lessons. Pupils are attentive and concentrate very well on the teaching, because the teaching is interesting and teachers' expectations of pupils' attitudes to work are high. There was a very good example of high teacher expectations in a dance lesson in Year 1. No time was wasted

in the lesson and pupils soon found that their performances exceeded their expectations, which surprised them. Pupils made excellent progress in developing their interpretations of, for example, a toy shop story. Pupils demonstrated movements to their friends that they had to follow in time with them. Pupils were very enthusiastic about the lesson and were absorbed.

34. Attitudes and behaviour of pupils were excellent in an English 'booster' class lesson in Year 6. Pupils were discussing the value and importance of different jobs. They listened very carefully to the teacher and to each other. They made various observations such as, 'I would n't like to have a lot of money but I would like a house.' Another pupil volunteered that enjoyment of work is very important. Pupils were very interested in the amounts of money that different jobs were paid. They were surprised at the difference between a top footballer's pay and that of a policeman or nurse. The teacher was able to continue the discussion for a considerable period because pupils were so well behaved and interested. Consequently, pupils had a very stimulating and mature discussion where a wide range of points was heard.
35. Pupils play a variety of games co-operatively and sensibly in the playground. During the inspection, snow fell. Pupils played responsibly and followed the school rules for snowy weather. Three boys were observed in the playground sitting on a bench one playtime. One was reading a book to the other two. This event demonstrates how interested pupils often are at school in what they are doing.
36. Pupils have opportunities to collect and deliver things to classes, which they enjoy. Pupils carry out these activities reliably. Pupils in Years 5 and 6 help the smooth running of the school. For example, older pupils sit at separate tables at lunchtime and serve lunches to younger pupils. The system is very effective and the atmosphere at lunchtimes is very good.
37. The school's provision for pupils' moral and social development has had a positive effect on the way pupils approach their work and in the degree of effort they make in all aspects of school life. The oldest pupils set very good examples for younger pupils to follow. The school is particularly good at passing on this knowledge to younger pupils. They know what is expected of them when they are older. The school's emphasis on developing pupils' social and moral skills has been successful because the school takes the time to educate pupils about doing the right things. The high level of co-operation between all pupils and the pleasant atmosphere in the school are evidence of the success of this work. Pupils' progress in lessons is enhanced because they make friends easily and join in enthusiastically.
38. Pupils showed how very well behaved they are during assemblies. They responded very well to the headteacher's successful attempt to change water into wine. They were truly amazed by the transformation and gasped in surprise. Pupils sat still and listened carefully to the story and the message was received successfully by many pupils. Teachers make good use of displays of pupils' work and of other information to stimulate pupils. The environment throughout the school is interesting and pupils feel that their work is valued.

Parents support the school very strongly and children's attendance at school is very good.

39. The school has developed a close and very good partnership with parents. The quality of the links with parents is another effect of the very good leadership and management of the school. Parents' views of the school have improved since the last inspection.
40. At the parents' meeting and in the questionnaires, parents showed how positively they feel about the school. The results of the questionnaires showed, for example, that ninety eight per cent of parents feel that the school is well managed and ninety three per cent think that the teaching is good. One hundred and three questionnaires were returned. Ninety six per cent of parents reported that their children like school. All parents feel the school's expectations of their children are realistically high. Ninety seven per cent of parents feel that the school helps their children mature and become responsible and that their progress is good. Ninety three per cent of parents feel comfortable when asking the school questions or when resolving a problem.
41. Most parents who responded to the questionnaire felt that they are kept well informed about their children's education and that the school works closely with them. However, some parents do not think, for example, that the school keeps them well enough informed about their children's progress. Inspectors looked into the provision of times for parents and teachers to meet, and at the quality of reports to parents about their children's progress. In all respects inspectors found that the provision is good. There are three parent-teacher consultation meetings each year and parents receive a comprehensive end of year report. Twenty seven per cent of parents felt that the range of activities outside lessons is inadequate for younger pupils. Inspectors looked closely at the range of activities outside lessons. The school provides a good range of extra-curricular activities for older pupils and less for younger pupils. Inspectors' judgement is that overall the provision is good. Year 6 pupils take part in many different activities that cover a wide range of sporting and artistic events and reach high standards of performance.
42. During the parents' meeting, individual parents raised a number of points. Parents commented on the quality of musical performances, displays of art and of the outstanding achievements of the football, netball and other sports teams. They feel that the teaching is imaginative and allows pupils to develop their thinking through practical work, such as in science. A further area of outstanding work in the school is in the way that the school promotes excellent attitudes amongst pupils to each other. Parents feel there is a caring atmosphere in school, where behaviour is very good and everybody gets on with everyone. Parents have noted how the school has developed over the years since the last inspection. There are better playground facilities and the building has been changed so that class lessons are easier to teach. They feel that the school is a very good springboard for secondary education.
43. At the meeting for parents, they commented for example that the school has continued to promote high standards in all that it does. Many parents clearly think that their children's standards of work at Hollywell are some of the highest in the area. They commented that the school rewards pupils for any aspect of their work or social behaviour, such as kindness to others, good work or keeping the site tidy.
44. Pupils have excellent attitudes to schooling because teachers make lessons interesting and they show much interest in pupils' well being. Parents are well aware of the quality of relationships and support the school enthusiastically. Pupils have their positive attitudes reinforced at home. The school's relationship with parents has a positive effect on pupils' attitudes and on the atmosphere in school. Parents' confidence in the school shows in the way that pupils respond to it. Parents have many good reasons why they should support the school. For example, children receive a curriculum that develops them in many directions and they are happy at school. Pupils' standards of work benefit because

there is a sense of working together towards a common goal. The school draws pupils from a wide area, which is a measure of its popularity.

45. Last year, pupils' attendance was well above the national average. The attendance rate was 96.2 per cent. Pupils show a considerable sense of loyalty towards their school. They enjoy lessons and parents confirm that their children enjoy going to school. One of the key benefits of the high rate of attendance is that pupils learn more because they are in class so regularly. The school checks on non-attendance and parents ensure that their children attend school regularly. If they are ill for example, they inform the school immediately. The school has no unauthorised absences. On investigation, inspectors found that the school has been authorising holidays of more than ten working school days, which it should not do.

WHAT COULD BE IMPROVED

In a few lessons, teachers do not provide work that extends the higher attainers fully or encourage the oral contributions of lower attaining pupils frequently enough.

46. The school has identified the standards of work of the most able pupils as an area for improvement in the school development plan. Part of the improved provision for pupils means they have harder homework tasks and more activities in lessons that allow them to organise their own learning. The school has begun to train staff to be even more aware of the needs of the most able pupils.
47. Overall, pupils attain well above average standards in English and mathematics. However higher attainers do not always have work that is hard enough for them. Inspectors looked closely at examples of pupils' from Years 2 and 6 in English and mathematics. In mathematics for example, higher attainers get virtually all their work right, whereas average and lower attainers do not. If pupils are fully challenged by their work and practise new skills, then it follows that they will make mistakes and get some of it wrong. Where pupils are getting virtually all their work right, this indicates that pupils find the work easy. Sometimes pupils are asked to complete too many examples of the same sort of question rather than being given tasks within the same area of the subject at a higher level. If a pupil knows, for example, how to compare fractions, then that pupil does not need to listen to the explanation of how to do it. There is scope for teachers to improve their knowledge of what pupils know, understand and can do and to use this information to set tasks that extend the most able better.
48. During several lessons, teachers relied heavily on the contributions of more able pupils to answer questions or to make comments about the content of the lessons. Teachers used the perceptiveness and quick understanding of these groups of pupils to carry the learning along. It is likely that the presence of an inspector in the room made some difference to teachers' awareness of the need to involve all pupils. Sometimes teachers did not remember to ask questions at different levels of complexity so that all pupils were involved.
49. Pupils generally are very well motivated in the school and the occasional lack of opportunity to participate in lessons had no significant effect on their capacity to complete the work that followed lesson introduction. However, on a few occasions average and lower attaining pupils lost some interest in lessons because higher attainers were quicker to present their ideas.

Governors do not have a formal programme for checking on the day to day working of the school.

50. Governors make a significant positive contribution to the work of the school. Their point for development is to act as more rigorous 'critical friends' to the school. At present, several governors work in school, such as with groups of pupils on reading tasks. Other governors make visits and spend time in school for other reasons. But there is no consistent programme of checks on the way that the school works. For example, governors do not decide at the beginning of the year what they are going to see of the day to day working of the school. There is no formal programme of visits, such as to look at lunchtime arrangements, after school activities, numeracy and literacy lessons and so on.
51. Many governors feel that they are not qualified to carry out this role. This is not the case. Governors are very well qualified to comment on behaviour in lessons, about time keeping, whether a teacher's planned lesson happened in the manner intended and whether the targets for pupils' learning were met.
52. There are important reasons why governors need to carry out this work. The most important reason is that the school has reached a high level of organisation and success, and from time to time the school needs to know that there will be checks on aspects of its work so that it maintains its high standards. The local education authority is likely to have less time to make routine checks on the school in future.
53. Governors have begun to make visits and to write short reports about what they have found. However, their reports are not included in the governing body's minutes. Previously, governors' visits have gone largely unrecorded. Governors do not ask enough questions about the school, such as why the school carries out activities in a particular way and not in another manner. Critical friendship involves asking questions of the school so that it reviews why it does what it does.

The provision of homework is inconsistent.

54. At the meeting for parents and in the parents' questionnaires, some reservations were expressed about the provision of homework. Twenty one per cent of parents who answered the questionnaire had a negative view. Parents reported that some years receive more than others do and that the oldest pupils do not receive more homework than some of the younger years. Parents expressed a wish that their children develop a good working routine with homework and that children should receive more as they grow older. Some parents also mentioned that it was a good idea for the school to prepare their children for the greater levels of homework at secondary school. Twenty one per cent of parents commented in the questionnaires that they felt the school was not setting the right amount of homework for their children.
55. During the inspection, inspectors observed teachers setting homework. The tasks were interesting and suitable. They involved pupils in completing work, finding out information, and being asked to think about an idea for a lesson the next day.
56. The school has identified the issue of homework in the school development plan and accepts that the provision has been inconsistent. The school intends to revise the policy and consult with parents about how best to set homework. The headteacher also intends to discuss the nature of homework and how, for example, finding out information is just as much a good homework exercise as completing a page of mathematics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The governing body, headteacher and staff should,

- Improve the teaching by ensuring that,
 - higher attaining pupils have work that extends them fully in all lessons,
 - pupils of all abilities have a chance to contribute orally in every lesson.

- Improve the governing body's monitoring of the school by,
 - creating a formal programme of checks on the day to day working of the school,
 - ensuring that written reports of the visits, including questions, are recorded in governors' minutes of meetings.

- Improve the provision of homework by,
 - discussing the nature of homework, its frequency and amount with parents,
 - devising and putting into action a school wide plan for homework that ensures the provision is consistent and fair.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	12	9	1	0	0	0
Percentage	15	46	35	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	168
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	14	14	14
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (95)	93 (95)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	14	14	14
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	93 (95)	97 (100)	97 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	11	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	11	10	11
	Total	29	29	31
Percentage of pupils at NC level 4 or above	School	94 (95)	94 (97)	100 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	11	9	11
	Total	29	28	31
Percentage of pupils at NC level 4 or above	School	94 (97)	90 (95)	100 (97)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	162	0	0
White – Irish	0	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	59

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001 / 2002
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	£
Total income	416087
Total expenditure	401639
Expenditure per pupil	2322
Balance brought forward from previous year	42265
Balance carried forward to next year	56713

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	168
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	2	2	0
My child is making good progress in school.	56	40	1	0	3
Behaviour in the school is good.	58	39	0	0	3
My child gets the right amount of work to do at home.	25	50	17	4	4
The teaching is good.	48	45	2	0	5
I am kept well informed about how my child is getting on.	32	51	12	2	3
I would feel comfortable about approaching the school with questions or a problem.	61	32	5	1	1
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	38	43	16	1	2
The school is well led and managed.	61	37	0	0	2
The school is helping my child become mature and responsible.	57	40	1	0	2
The school provides an interesting range of activities outside lessons.	19	40	17	10	14

Other issues raised by parents

Some parents at the meeting commented that the provision of homework is inconsistent.