



Holbrook Primary School

Inspection Report

Unique Reference Number 126269
LEA Wiltshire
Inspection number 282087
Inspection dates 1 March 2006 to 2 March 2006
Reporting inspector Judith Rundle HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Holbrook Lane
School category	Community		Trowbridge
Age range of pupils	4 to 11		Wiltshire BA14 0PS
Gender of pupils	Mixed	Telephone number	01225 753708
Number on roll	260	Fax number	01225 350034
Appropriate authority	The governing body	Chair of governors	Mr David Williams
Date of previous inspection	29 November 1999	Headteacher	Miss Christine Wilmott

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Holbrook is an average size, urban primary school of 260 pupils. The school reduced its admission numbers and increased the number of classes to 10 from September 2004. Eighty-eight percent of pupils come from below average socio-economic backgrounds, although the proportion of pupils who receive free school meals is low at 6%. At 25%, the percentage of pupils with learning difficulties or disabilities is relatively high, with the majority of these being boys.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The overall effectiveness of the school is inadequate. There is not enough focus on the need for the rapid improvement of achievement and standards. This differs from the school's self-evaluation, which is over-generous. The school gives unsatisfactory value for money.

Standards in Years 1 to 6 are significantly below national averages in mathematics and science and the progress of pupils' learning has not been rapid enough. Targets and assessment are not used consistently to help pupils understand how they can improve their work. Standards in English have improved and reflect the focused work of the school, with clearer pupil targets and work that is better matched to their needs. Provision in the Foundation Stage is good and pupils make good progress.

Teaching is inconsistent and not sufficiently focused to ensure that work is planned to meet the needs of all pupils, in all subjects. Expectations of what pupils are capable of achieving are not consistently high enough.

Organisation of the curriculum does not support coherent progress of pupils' learning, especially in mathematics, science and for pupils in Year 2. There are not enough opportunities planned for pupils to use their English, mathematics and information and communication technology (ICT) skills in other subjects.

The improvements in pupils' behaviour and attitudes to learning are good and pupils have a good range of opportunities to take responsibilities in the school. Pupils respond well to this and particularly value the school council.

The leadership team has introduced appropriate initiatives to support improvement but these have not been adapted and planned sufficiently to meet the needs of pupils and drive improvement at pace. Monitoring procedures are not used rigorously enough to ensure all areas of the school's work are consistently focused on raising achievement and standards.

What the school should do to improve further

- Increase the rate of progress in raising standards, particularly in mathematics and science for pupils in Years 1 to 6.
- Improve the rigor of monitoring and evaluation procedures to ensure rapid improvements in the curriculum provision, teaching and learning.
- Raise the quality of teaching and learning to ensure all pupils are consistently challenged to make the progress of which they are capable.

Achievement and standards

Grade: 4

Achievement and standards are inadequate in Years 1 to 6 and good in the Foundation Stage. Children enter the school with standards which are well below average and make good progress in the Foundation Stage. The school has identified that boys are not making as much progress as girls and have used a good range of activities to help improve their learning. Children leave the Foundation Stage having achieved below national expectations.

Achievement and standards in mathematics and science for pupils in Years 1 to 6 are significantly below national averages. Progress in pupils' learning is not rapid enough to improve standards because work is not always well matched to meet their needs. Not all pupils are making the progress of which they are capable. Targets and assessment are not used consistently or effectively enough to help pupils understand how to improve their work. Standards in English at the end of Key Stage 2 are in line with the national average and this reflects the school's focused work in this subject. Progress in English is supported well by the use of pupil targets. However, targets in English and mathematics are not effectively or consistently used in other subjects to help pupils develop and use their skills in other contexts.

Pupils with learning difficulties make good progress in their learning as they have appropriate individual targets and are well supported in class activities.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Behaviour is good in lessons and around the school. Pupils say that there is little bullying and when it does happen it is dealt with quickly. Pupils come to school on time and attendance is good. In lessons, relationships are good. Most pupils enjoy working in pairs and groups. Where teaching is uninspiring, a few pupils show little interest or enthusiasm.

Spiritual, moral, social and cultural development is good. Pupils develop a good awareness of values and responsibility. They know right from wrong. Their social skills are good, particularly in the areas of good manners and welcoming visitors. Pupils show a good appreciation of life in a multi-cultural Britain.

Pupils talk knowledgeably about the importance of eating healthily. They show infectious enthusiasm for sport. Many enjoy taking part in the wide range of clubs provided by the school. Through the school council, pupils develop a good understanding of the democratic process. Pupils value the school council and say that, 'It has made the school a much better place to be in'. They support the local community, for example through fund raising and taking part in the annual carol service in the local church. Pupils' preparation for their future lives in society is satisfactory.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate and this differs from the school's view of itself. The quality of teaching is variable, with too much that is inadequately planned and delivered. In the Foundation Stage, children make good progress because teaching is well planned and meets specific needs. Lessons are briskly paced and enthuse the children. In Years 1 to 6, not all pupils reach their potential due to inconsistent planning and the inadequate quality of teaching. The best lessons are well resourced and organised so teaching meets the wide range of ability within the class. Where teaching is inadequate, lessons lack focus and pace, work is too general and is not well matched either to pupils' needs or targets. Teachers do not always have sufficiently high expectations of what the pupils can achieve. In English, the targets for learning are clear and progress is more effectively monitored. This leads to better results in this subject.

Assessment is not rigorous enough and it is not used sufficiently to determine the next step in learning. Targets are sometimes changed before pupils have fully grasped them.

Pupils with learning difficulties are well supported. Plans for their learning are linked to their targets and they benefit from good class guidance, often from teaching assistants. Parents and carers of all pupils have recently started to visit lessons and learn how to support their children's learning more fully.

Curriculum and other activities

Grade: 4

The curriculum is not adequately planned to meet the needs of all pupils. The lack of coherent planning from Year 1 to 6 and the proportion of time given to each subject, do not ensure continuous progress in learning and do not allow pupils to make the progress of which they are capable. Not all pupils in Year 2 have the opportunity to access the same learning activities. Opportunities to teach English, mathematics and ICT in other subjects are not planned in enough detail for pupils to derive the most benefit. Pupils are not consistently given work that matches their ability and more able pupils are not challenged enough. For example, the work in science books shows that all pupils are completing the same work regardless of ability.

The curriculum in the Foundation Stage is good. It is well planned and meets the needs of children well.

More than half the pupils in the school participate enthusiastically in a good range of after school sports and other enrichment activities. Pupils in Year 4 and Year 6 enjoy residential trips to the Brecon Beacons and Osmington Bay.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Child protection procedures are secure and the school is very conscious of providing pupils with a healthy and safe environment. There are very good links with outside agencies. Teachers and teaching assistants provide high quality support for vulnerable pupils, together with those who have learning difficulties. The comment by one pupil, 'My teacher really listened to me when I had a problem recently', reflects the views of all pupils who say they feel safe and secure in the school.

The school has started setting targets for pupils. However, many pupils do not understand these targets and their use is inconsistent between classes. There is little evidence to show that pupils are told when targets are met. Teachers' marking is not consistently telling pupils how well they are doing or what they need to do to improve their work.

Leadership and management

Grade: 4

Leadership and management are inadequate to ensure the pace of improvement is sufficiently rapid. Monitoring and evaluation procedures are not used rigorously enough to ensure that the curriculum and teaching are consistently focused on all pupils making the progress of which they are capable and on raising standards. The school's evaluation of its own work does not reflect the findings of the inspection and is over-generous in its judgements.

The leadership team has introduced a range of appropriate initiatives to help raise standards but these have not been planned coherently or adapted sufficiently to meet the needs of all pupils and drive improvement.

The use of pupil targets to support progress in learning is not consistent in either subjects or age groups.

Improvement since the last inspection is inconsistent. Teachers' expectations of pupils' learning capabilities are still not consistently high enough and the use of assessment to support learning is at an early stage.

Senior managers have worked hard to improve the provision for Foundation Stage children, pupils' personal development opportunities and the involvement of parents in their child's education. This work has been successful and is reflected in pupils wanting to be in school to learn and in the parents' overwhelming support of the school.

Governors have a secure knowledge of the school's strengths and areas for improvement. They have developed their role well in recent years and support the work of the headteacher appropriately.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Following our visit to your school, we wanted to say thank you for talking to us and telling us so much about the things you are doing and what you enjoy.

It is good that you enjoy coming to school and want to learn. You work well in lessons but we think that some of the work is too easy and you could be learning more. We have asked that all teachers help you do this. Some of you have got targets to help you get better in your work and we think all of you should have them, so look out for them and try to use them in all your lessons.

You have told us how much you enjoy the extra activities such as sport and it is good that so many of you try to keep fit and healthy.

You behave very well in school and in the playground and take good care of each other. We know that you are happy to talk to your teachers if you have a concern and that they will help you. You like the school council and make good suggestions to help improve the school.

Thank you for making us feel so welcome and we hope that you continue to enjoy school and learning.