



Hollybush Primary

Inspection Report

Unique Reference Number 134513
LEA Leeds
Inspection number 282587
Inspection dates 11 January 2006 to 12 January 2006
Reporting inspector Mr Roger Gill CfBT Lead Inspector

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

Type of school	Primary	School address	Broad Lane
School category	Community		Bramley
Age range of pupils	3 to 11		0, Leeds LS13 2JJ
Gender of pupils	Mixed	Telephone number	0113 2755708
Number on roll	353	Fax number	0113 275 0925
Appropriate authority	The governing body	Chair of governors	Mr David Foxton
Date of previous inspection	Not applicable	Headteacher	Mr Peter Bell

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Hollybush is a large primary school with a nursery, which opened in 2004. The new building opened in September 2005. It serves a very disadvantaged area and faces many challenges, not least the high proportion of children who join the school partway through their school career. Most children are white British, but a small group is of a minority ethnic heritage, which is below average; a few are at an early stage of learning English as an additional language. A well above average proportion of children is eligible for free school meals. More children than is typical have learning difficulties and/or disabilities. Most children start school with skills and knowledge well below that typical for their age.

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 significant improvement in standards and achievement in English, mathematics and science because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve.

Hollybush has come successfully through a difficult process of amalgamation: everyone is positive and trying to raise standards. The school is on the right track. Despite the harmonious climate created, academic standards, by the end of Year 6, are very low and pupils' achievement is inadequate. Consequently, the school does not give value for money. Pupils' personal development is satisfactory. They enjoy learning, but attendance levels are not good enough to allow sound progress for all. Teaching and learning are satisfactory. A lack of consistency causes uneven progress in learning and there has not been time for teaching to eliminate the underachievement that existed on amalgamation. Children progress satisfactorily in the Foundation Stage, but have very low attainment in literacy and numeracy. This prevents them from succeeding well at the end of Year 2 where standards are well below average. There are several strengths in the care and support provided for pupils, but the guidance given to children about their learning is not yet good enough. The school is led and managed satisfactorily. The school believes it provides a satisfactory education, but it has overestimated what could be done in a relatively short time. Standards are low because teaching is inconsistent and children's learning is not quick enough. The school has shown that it can improve and the inspectors believe the senior staff and governors are capable of doing what is needed.

What the school should do to improve further

Raise standards in English, mathematics and science by:

- ensuring that all teaching accelerates pupils' learning;
- sharpening the checking on teaching to make sure that pupils' standards and achievements are the main focus; and
- using the information from assessments more systematically to improve children's progress and achievement.

Achievement and standards

Grade: 4

Pupils do not make enough progress, but there are signs of improvement, particularly in Year 2. Children achieve satisfactorily in the Foundation Stage. They make some good progress for example in creative and physical development. However, by the end of Reception standards are well below average owing to slow progress in reading, writing and mathematics. These weak areas persist. By the end of Year 2 standards were exceptionally low in 2005. The rate of progress now being made in Year 2 is

improving, typically in reading and writing as a result of the positive influence of leadership and management and good use of the school's system of assessment. Standards are very low at the end of Year 6 as demonstrated by last year's results and current levels seen during the inspection. These children have progressed too slowly since Year 2 and have big gaps in their learning; they fall well short of the ambitious targets set for them. There is little variation in the progress made by different groups of children, for example those with learning difficulties and/or disabilities and children who are learning English as an additional language. Staff care for these children well, but their progress is, as yet, akin to that of their classmates.

Personal development and well-being

Grade: 3

This aspect is not as good as the school asserts: it is satisfactory. Attendance is improving owing to the school's efforts, but it is still below average and too low for a number of pupils. However, children who attend regularly appreciate the pleasant environment and facilities of their new school and enjoy learning. Behaviour is satisfactory and is getting better. Most children behave themselves well and exclusion rates are falling. A significant minority find it hard to control their actions or emotions, but good support from learning mentors and teaching assistants helps them to cope in lessons. Bullying is not perceived to be a problem because issues are quickly dealt with if they arise. Pupils value the assistance of other children who act as 'Befrienders' to sort out minor squabbles at playtimes. There are, as yet, insufficient opportunities for children to voice their opinion despite having been involved well in the process of creating the new school. They carry out duties in class willingly, but older children are not yet given enough scope to take on more demanding responsibilities around the school. Pupils have a good understanding of how to keep safe and healthy. They act sensibly around school and take part eagerly in a range of sporting and physical activities on offer to them.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory and as a result children are making at least sound progress in lessons. Weak achievement is due to lapses in progress in the past and many children have not made up for lost time. The best teaching stimulates learning at a brisk pace. It is ambitious and is laced well with praise and rewards; as a result children in those classes are beginning to catch up fast. Satisfactory teaching is not sensitive enough to the exact needs of all pupils: thus higher attainers, for example, learn at too steady a pace instead of racing along. The majority of pupils behave soundly owing to successful teaching aimed at self-discipline. Teachers evaluate and accurately record children's progress, but they are not yet making full use of this information. Teaching lacks consistency in this respect. Assessments are used appropriately to allocate resources and provide for children with learning difficulties and/or disabilities. For

example, teaching assistants make a significant contribution to these children's self-esteem and motivation. However, not enough is done to translate assessments into ways to improve standards and achievement more rapidly. In some classes teaching provides checklists for children, which give advice about what to do next, while in others these are only in the pipeline.

Curriculum and other activities

Grade: 3

The school has a satisfactory curriculum. Children, in the nursery and Reception classes, enjoy practical and imaginative activities that promote sound learning through play. Thereafter, the curriculum includes the necessary elements, but is unduly biased towards English and mathematics. Thus there are limited opportunities for children to practise what they have learnt in other subjects. Children do not write in depth, for example, in history and geography. The curriculum does widen children's horizons. Visiting actors portraying a Viking and Florence Nightingale make history come alive. However, these additions to the timetable do not make up for a lack of balance across all subjects. Provision in personal and social education makes a valuable contribution to pupils' health and well-being, encouraging good habits and healthy lifestyles. Less emphasis is placed on children making decisions and planning their own activities, for example in science: this limits their acquisition of skills that will be useful in later life.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. They are not as good as the school suggests, because of the shortcomings in the way the school uses the information from assessments. Children are nurtured very well. 'Teachers are loving and kind: they all take an interest in you if you have problems' were among comments made by a group of children. This feeling of confidence clearly makes a strong contribution to their enjoyment of learning. The school works well with parents and a range of professionals. For example, children who have significant emotional and behavioural difficulties are helped to overcome their problems so they can take a full and active part in lessons without disrupting the learning of others. Child protection and health and safety procedures are good. Children and their parents are strongly encouraged and helped to adopt healthy lifestyles and eating patterns.

Leadership and management

Grade: 3

The school is an aesthetically inspiring place in which to learn. Amalgamation was a success owing to the headteacher's calm and clear sighted approach, the industrious governors and the committed staff. Parents and children voice how pleased they are with their new school. Some parents are concerned about poor behaviour, but this is now under control and the rate of exclusion is falling. The school is running along the

right lines. Children's lack of progress in recent years is beginning to be tackled steadfastly.

School self-evaluation is reasonably accurate. On paper, it has misjudged the speed of change since the amalgamation, but in practice it recognises that, whilst teaching and the curriculum offered are satisfactory, children's progress has been too slow. Appropriate measures have been taken, since September 2004, to tackle low standards. Now that teaching is at least satisfactory and children's behaviour has improved, academic progress is picking up.

The school's plan for improvement identifies the right things, but its system of checking on teaching and learning lacks an emphasis on achievement and standards, which limits its effect. As a result, the school asserts that progress is improving, but has little hard evidence to support this claim.

The governors recognise the strengths and weaknesses of the school well. They know how well children are doing and realise that academic achievement should be better. They, like the headteacher and staff, have the capacity to make the school successful and can, rightly, point to areas in which improvements have already been made; typically the ethos and children's behaviour.

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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?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	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	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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

Thank you for your help when we inspected your school. We thoroughly enjoyed our visit because everyone was so helpful and friendly. We would like to share with you what we thought.

These are some of the things that we enjoyed:

- seeing the pride that you have for your new school;
- finding out how well the school cares for you;
- the way that everyone gets on like one big family; and
- knowing that you devised the school's badge and thought of the school's name.

There are some very important things we want your headteacher and teachers to do help you do better in English, mathematics and science:

- tell you how to make the quickest possible progress in your work;
- help your teachers to make sure that all their lessons are good ones, at least;
- check on lessons to make sure that all teaching is helping you to do your best.

We are confident that your headteacher, other staff and governors can do what is needed. You can help them by continuing to work hard and behaving well.