



# Holland House Infant School and Nursery

Inspection Report

**Unique Reference Number** 103360  
**Local Authority** Birmingham  
**Inspection number** 286637  
**Inspection date** 22 February 2007  
**Reporting inspector** Anthony O'Malley HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Holland Road
<b>School category</b>	Community		Sutton Coldfield
<b>Age range of pupils</b>	3-7		B72 1RE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 4643654
<b>Number on roll (school)</b>	183	<b>Fax number</b>	0121 3547396
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Anne Troman
		<b>Headteacher</b>	Diane McFarlane
<b>Date of previous school inspection</b>	24 June 2002		

<b>Age group</b> 3-7	<b>Inspection date</b> 22 February 2007	<b>Inspection number</b> 286637
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools.

## Description of the school

Holland House is a smaller than average infant school and nursery. Most pupils are from White British backgrounds, with 25% from a range of minority ethnic groups. Ten of these pupils speak English as an additional language. The school population has fallen since 2003. The proportion of pupils with learning difficulties is lower than is found nationally. The school achieved five awards in the last 2 years, including Investors in People and the National Healthy Schools Award.

Full day care provision is managed by a voluntary provider. This provision is the subject of an inspection by the child care inspectorate.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Holland House is a good school. Pupils greatly enjoy school and this is reflected by their excellent behaviour and attitudes, and good attendance. The headteacher and her staff have the overwhelming confidence of parents and carers. Spoken and written comments about the school include, 'I can see my child progress and develop before my eyes'.

When children enter the Nursery their attainment is broadly average. All groups make good progress in the Foundation Stage and Key Stage 1 and reach standards which are generally above the national average by the time they leave the school. One exception to this is in writing, because the present Year 2 group has fewer pupils working at the higher levels than is expected.

Pupils' personal development is outstanding. Teachers encourage pupils to show initiative so that, by the age of seven, most are confident learners who have outstanding skills to work independently. The good curriculum ensures that they learn exceptionally well about staying safe and choosing healthy lifestyles. The school council and close links with the community provide opportunities for the pupils to be involved in activities which develop high levels of social responsibility, as reflected in the 'Eco School' award. Links with local retailers and businesses contribute to the good development of skills that will help pupils in their future lives.

Very popular features of the curriculum are events such as 'Enrichment Week'. As one parent commented, 'We have the opportunity to come into the classrooms on special days to learn with our children...this is a great philosophy'. The school is successfully forging stronger links between subjects to increase further pupils' enjoyment and learning.

Teaching is good. Great care is taken to plan activities that give all pupils the right amount of challenge. In the two Year 2 classes, activities are set that offer four levels of difficulty to pupils working in English and mathematics. This helps everyone to achieve well. Where teaching is just satisfactory, teachers tend to expect the pupils to listen passively for too long.

Care, guidance and support are good. The school's caring ethos and the commitment of adults to encouraging achievement, contribute greatly to the pupils' outstanding personal development. The pupils feel safe and confident. Everything necessary to safeguard pupils is done. The progress of individual pupils is tracked closely and underachievement is quickly identified. The school does not at present, however, track the progress of groups through the school. The effective use of teaching assistants helps ensure that pupils with learning difficulties, and those who speak English as an additional language, achieve as well as everyone else.

Leadership and management are good. A recently formed senior leadership team is working well and has established a very positive ethos throughout the school. Weaknesses concerning assessment and the curriculum in the Nursery, identified by previous inspections, have been very successfully remedied. Senior teachers monitor

the school's work and know its strengths and key areas for development. However, the school's evaluation is not rigorous enough in some areas. Improvement targets are not clearly linked to raising achievement and, when satisfactory teaching is observed, teachers receive insufficient guidance on how they can improve. Governors are well informed and fulfil their responsibilities. They are fully aware of the impact of falling rolls on the school's finances and are planning carefully to ensure financial stability. The school provides good value for money and has good capacity to improve further.

### **What the school should do to improve further**

- Put targets for improving achievement in reading, writing and mathematics at the heart of the school's self-evaluation and improvement planning.
- Raise the quality of teaching and learning further by ensuring that monitoring makes clear how teaching can be improved.
- Improve standards achieved in writing, particularly by the more able pupils.

## **Achievement and standards**

### **Grade: 2**

Children's achievement in the Foundation Stage is good. By the end of Reception nearly all meet the goals they are expected to achieve, and many do even better. In 2006 the strongest areas were creative development and physical development. Achievement is good in Years 1 and 2. Standards are above average in reading and mathematics and average in writing. The school has acted successfully to raise girls' performance which dipped in 2006. It is now implementing plans to raise standards in writing, where relatively few pupils are working at the higher levels. The achievement of pupils with learning difficulties is good. They receive strong support in class and make good progress against the targets in their individual education plans. The progress of pupils with English as an additional language and pupils from minority ethnic groups is good.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. The 'Wake up Shake up' sessions are a great start to the day. They increase the pupils' confidence and self-esteem, as well as their understanding of the importance of physical activity to enjoy a healthier life. The pupils have an excellent understanding of how to keep themselves safe and, through the school council, make an outstandingly positive contribution to the life of the school and the wider community. Preparation for their future lives is good, reflecting the good progress they make in their basic skills. The strong links with local businesses include pupils in Year 2 setting up their own company and making and marketing a product. Social, moral, spiritual and cultural development is outstanding. Superb displays and comments by pupils show how well they learn

about other cultures and the opportunities they have to reflect on all they experience at school. Their behaviour and ability to work independently are outstanding.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching in the Foundation Stage is good. The adults provide interesting activities that encourage the children to be creative and independent. Good phonic teaching is improving the children's early reading skills. Throughout the school, adults use day-to-day assessments to ensure that the work set meets the needs of the range of abilities in a class. The marking of work is often detailed and well focused. Pupils know how they can improve their writing and mathematics. Teachers are now concentrating on improving writing and there is some evidence of improved achievement. On occasions, progress is only satisfactory because teachers spend too long introducing the lesson and learning loses pace.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good curriculum which meets pupils' needs well. Right from the Nursery classes, pupils are encouraged to develop as independent learners and are confident users of information and communication technology. The superb displays around the school show how visitors to the school raise the pupils' awareness of the major world religions and other cultures. There are strong links between subjects, but work in some areas is mostly recorded on worksheets and opportunities to apply writing skills are missed. Strong emphasis is given to personal, social and emotional education and this has a significant impact on the pupils' extremely positive behaviour.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good and contribute very significantly to the outstanding personal development. The high quality of relationships across the school creates a caring ethos and where pupils feel exceptionally secure and eager to achieve. Arrangements for safeguarding and risk assessments are fully in place. Academic guidance is generally good. Individual progress is tracked and the pupils understand what they need to do to improve their writing and mathematics. The school does not track the progress of groups within the school, despite the increasing proportion of pupils from minority ethnic groups. The school maintains close links with parents and carers. Good communication and curriculum workshops ensure that they are well informed about the work their children are doing and the progress they make.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher and her senior leadership team are committed to raising standards and providing high quality care and support for every pupil. The progress made by the pupils and their outstanding personal development are valued by parents. The school has a very positive ethos and a strong sense of teamwork. These contribute to the good capacity for improvement. Subject leaders monitor their areas of responsibility effectively by checking teachers' planning and pupils' work. These help the school have an accurate view of its key strengths and weaknesses. However, this information does not lead to the clear identification of challenging targets for improving achievement. Similarly, written evaluations of teaching do not provide teachers with a clear view of what they are doing well or how practice could be improved. Governors fulfil their responsibilities and are kept well informed. They are fully involved in school improvement planning and have a good awareness of the financial implications of falling pupil rolls.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

- Thank you for your warm welcome when I came to inspect your school. I very much enjoyed seeing you in lessons, looking at your work and talking with you. You attend a good school and what I like about it most of all is that:
- you enjoy learning, work hard and make good progress
- you eat and drink healthily and enjoy 'Wake up and Shake up'
- adults in the school make lessons interesting
- your behaviour is excellent and you are respectful to each other and the staff
- your headteacher and all the staff work well as a team
- the displays of your work are superb. To help make Holland House an even better school I have asked your headteacher, staff and governors to set clearer targets for improvement, to make sure that all your lessons are good ones and to find ways of making you even better writers. Thank you for being so polite and helpful during the visit. I hope that you continue to enjoy your learning and do your best. Please thank your parents for the many very helpful comments they made on the questionnaires.