



Redditch, Holyoakes Field First School

Inspection Report

Unique Reference Number 116724
Local Authority Worcestershire
Inspection number 290613
Inspection dates 20–21 February 2007
Reporting inspector Marian Harker

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

Type of school	First	School address	Bridge Street
School category	Community		Redditch
Age range of pupils	3–9		B97 6HH
Gender of pupils	Mixed	Telephone number	01527 62928
Number on roll (school)	217	Fax number	01527 63881
Appropriate authority	The governing body	Chair	J Parsons
		Headteacher	Carole Newton
Date of previous school inspection	18 February 2002		

Age group 3–9	Inspection dates 20–21 February 2007	Inspection number 290613
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Introduction

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

Description of the school

Holyoakes Field First School is located on the outskirts of Redditch, Worcestershire. Most pupils come from the local area around Batchley. The number of pupils eligible for free school meals is average. The proportion of pupils with learning difficulties and disabilities is above average. The majority of pupils are of White British origin, with an increasingly significant proportion of pupils of Pakistani origin. There have been many changes of staff and leadership since the school was last inspected. The headteacher has been in post since September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The new headteacher, supported by a committed staff and governing body, has established a strong sense of teamwork which has placed the school on secure foundations for further improvement. One parent said, 'Our school is going from strength to strength; we have very dedicated teachers who are working closely together to help our children reach their potential.'

Holyoakes Field is a satisfactory school that cares well for its pupils. Achievement is satisfactory and the large majority of pupils make at least satisfactory progress. Some pupils make good progress, for example in reading and writing in Year 1. However, a significant minority of pupils in Key Stages 1 and 2 are not achieving well enough in reading, writing and mathematics. Standards in Key Stage 1 are slightly below average, particularly in writing and mathematics. Nevertheless, by the time the pupils leave the school in Year 4, they reach the standards expected for their age. In the Foundation Stage, provision is satisfactory and children make satisfactory progress.

Pupils' personal development and well-being are good. They generally behave well around the school and on the playground. They are particularly tolerant of each other and of different cultures and faiths. The quality of teaching and learning is satisfactory. Some of the teaching is good. This is best shown when teachers have high expectations. However, this is not a consistent feature. Teachers' planning does not always take sufficient account of the pupils' different learning needs, which slows their progress. Where teaching is less secure teachers' expectations of behaviour are not high enough, there is a slower pace of learning and opportunities are missed to develop skills and understanding further. The use of assessment to inform teachers' planning is satisfactory overall.

The curriculum is satisfactory with some good features. There is a strong emphasis on developing multicultural education which enhances the curriculum, and the school provides a wide range of enrichment activities. Parents are positive and supportive. One parent said, 'The teachers are very helpful and considerate and the arts week was a brilliant way to see what a wonderful job the staff do here.' The quality of care, guidance and support is satisfactory. While the pupils' pastoral care is good, their academic guidance is only satisfactory because the progress of some pupils is not checked frequently enough.

The headteacher has a clear vision for the school's improvement and has raised morale significantly. The quality of leadership and management is satisfactory and the school is well placed to develop further. The headteacher has established a good team spirit and an ambition amongst the school community to build upon recent improvements to the quality of education. However, the outcomes of monitoring the quality of teaching do not always identify clear targets for improvement or show the links between good teaching and effective learning.

What the school should do to improve further

- Raise standards and achievement in reading, writing and mathematics.

- Establish a more rigorous and systematic approach to monitoring and evaluating performance and ensuring pupils make better progress.
- Improve the quality of teaching, increasing the proportion of good and better lessons, and making sure that the pupils' work is more consistently matched to their different learning needs.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are average. When children join the school their attainment is below national expectations. They make sound progress in the Foundation Stage although standards remain below national expectations. By the time pupils leave in Year 4, they reach expected standards for their age in reading, writing and mathematics. Some pupils in Year 1 make good progress. However, a significant minority of pupils from across the school are not making the expected progress and some pupils do not make any progress. Pupils with learning difficulties and disabilities make satisfactory progress in relation to the targets in their individual education plans. Pupils' key skills, particularly in literacy and numeracy, mean that they are satisfactorily prepared for the next stage of their education.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Most pupils behave well and have positive attitudes. They are generally courteous and polite and enjoy coming to school. The school council provides the opportunity for pupils' voices to be heard and has been successful in introducing new playground games and equipment. Pupils feel safe and they are adopting healthy lifestyles and understand the need to take regular exercise and eat healthily. The 'eco' committee is giving a strong lead in promoting pupils' understanding of conservation issues and the need to take care of the global and local environment. Peer mediators talk positively and impressively about their role in helping their friends overcome difficulties and resolve problems and their efforts are having a very positive impact on pupils' attitudes and cooperation. Pupils are tolerant and thoughtful and racial harmony is promoted effectively. Attendance is satisfactory. On a few occasions in a small minority of lessons and around the school, pupils' behaviour was not good enough.

Quality of provision

Teaching and learning

Grade: 3

Teachers are good humoured and readily engage in conversations about improving their work. Teachers and pupils get on well together and relationships are positive. Pupils make good progress when they have the opportunity to work in pairs or groups,

there are high expectations of behaviour, the pace of learning is brisk, independence is promoted and teaching accurately meets their needs. However, progress slows where the use of assessment to inform teachers' planning is inconsistent and the work is not accurately matched to the pupils' needs. Pupils have targets for reading, writing and mathematics but they often do not know what they have to do to improve their work. Teaching assistants make a positive contribution to raising achievement.

Curriculum and other activities

Grade: 3

While the curriculum is satisfactory overall and meets statutory requirements, curriculum planning does not take sufficient account of the different learning needs of all pupils, including some of those with learning difficulties and disabilities, some of the more able pupils and some Pakistani pupils. The school's 'multi-faith' status and its emphasis on multicultural education were reflected well in the recent multicultural arts week, which was a great success. Pupils talk proudly about their efforts in raising money to provide clean drinking water for a school in Pakistan and making monthly broadcasts to listeners of the local BBC radio station. The pupils are also involved in much other charitable fund raising. There is a good range of after school activities which are well attended by the pupils, for example basketball, multi-sports, art, sewing and gardening. Pupils are developing a sound understanding of their rights and responsibilities within the community and have written to the local council about recycling and to support local community facilities.

Care, guidance and support

Grade: 3

Pupils are looked after well and receive a good level of pastoral care and support. Their health and safety is promoted effectively and arrangements for safeguarding pupils are secure. The school works well with child support agencies and parents are positive and supportive. Pupils feel safe and know who to turn to should they have any concerns. Risk assessments, both on site and for educational visits, are reviewed regularly and carefully attended to. The academic guidance for pupils is satisfactory. While the school has identified groups of pupils who have made insufficient progress in their academic work, senior staff have not put into place effective arrangements to check whether these pupils are doing better. As a result, some pupils who are at most risk of falling further behind in their work are not well supported.

Leadership and management

Grade: 3

The headteacher has raised staff morale and has had a positive influence on moving the school forward. Senior teachers are consulted and are fully involved in the leadership of the school. The school improvement plan, self-evaluation and the arrangements for teachers' performance management are satisfactory. However, there is not a sufficiently systematic or rigorous check on the quality of teaching and learning

and the effect this has on pupils' achievement. Feedback to teachers is not sharp enough. As a result, teachers do not know what to do to improve. The governors are good ambassadors for the school and are developing their role as a critical friend. The school has made satisfactory progress since the last inspection.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 welcoming us to your school. We learned a lot about it through talking to you, seeing how you were getting on in your lessons and sharing your assembly. We could see that you enjoy coming to school and try hard to do your best and help each other. We think your school council and eco committee do a good job and work hard to improve things for you.

We enjoyed talking to your teachers and it was good to see how well they and you get on together. We were particularly impressed with the peer mediators who are doing a good job on the playground. You get the opportunity to be involved in a wide range of activities, including many after school clubs and raising money for charity. We were particularly interested to hear about your partner school in Pakistan and your broadcasts on the local BBC radio station.

Holyoakes Field is a satisfactory school and everyone at the school wants your education to be even better. We have asked Mrs Newton to do a few things that should help you all to do even better than you are doing now. We have suggested that your teachers make sure you all make good progress and achieve higher standards in reading, writing and mathematics, and that your lessons are always challenging and interesting. We have also suggested that there are regular checks to see that this is happening and to make sure that you know how well you are doing and what you need to do to improve.

We shall take away lots of good memories about your school. Thank you again for being so helpful and friendly.