

Hollywell Primary School

Inspection report

Unique Reference Number	122714
Local Authority	Nottinghamshire
Inspection number	292483
Inspection date	15 May 2007
Reporting inspector	Geof Timms

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

Type of school	Primary
School category	Community
Age range of pupils	4 - 11
Gender of pupils	Mixed
Number on roll	
School	161
Appropriate authority	The governing body
Chair	Mr Brian Brewster
Headteacher	Mrs Denise Pilkington
Date of previous school inspection	3 - 4 February 2003
School address	Hardy Street Kimberley Nottingham NG16 2JL
Telephone number	0115 919 5898
Fax number	0115 919 5798

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress made by pupils in English, mathematics and science, and how the school is trying to raise standards in English, the assessment of pupils' work, safeguarding arrangements for pupils and how the staff use data to track pupils' progress. The inspector gathered evidence from observations of teaching, discussions with staff and pupils, and scrutinizing documentation. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments, as given in its self evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is smaller than average for its type. It serves an area of mixed housing and a range of socio-economic backgrounds. The number of pupils entitled to free school meals is below average. All of the pupils are from a White British background. The proportion of pupils with learning difficulties or disabilities is below average overall but high in some year groups. Attainment on entry to the school varies from year to year but is currently slightly below that expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In many ways there are some good aspects to this school and it provides a good quality of education. However, the school's overall effectiveness is satisfactory because weaknesses in its management have resulted in a number of important statutory requirements and policies affecting its work not being in place.

Improvement is required in relation to ensuring that all statutory requirements, including those relating to the safeguarding and welfare of children, are fully met and appropriate training for staff is undertaken. Other aspects of the leadership and management are good in some respects. The headteacher provides a clear educational focus and the use of data and tracking information is improving. Her relationships with pupils and staff are strong, and pupils talk about how the school has improved since she arrived. The provision for ICT has greatly improved since the last inspection. The school has successfully developed its role in the sports partnership. The school's self evaluation is accurate in many ways, although not focused sufficiently on the weaknesses evident. However, the improvements made since the last inspection, and the current good development planning, show that the school has the capacity to improve further and to make the necessary improvements to its documentation, training and record keeping.

Children start in the Reception class with varying levels of attainment but currently they are often below those expected. They make good progress during the Reception Year and by the start of Year 1 most are achieving the expected standards for their age. This good progress continues through the school in reading, writing, mathematics and science. The standards achieved by the end of Year 6 have been above average overall in recent years and well above average in mathematics. This good achievement is a strength of the school.

Pupils are currently making at least satisfactory and often good progress in all classes. This is evident in lessons and in pupils' work. In Years 2 and 6, pupils are achieving well and are on track to achieve the challenging targets for English and mathematics set for them. The school is successful in promoting high standards in art and design and design and technology. The much improved provision in information and communication technology (ICT) is also resulting in some high quality work. The physical education curriculum has been much improved by the school's participation in a sports partnership with other local schools.

Pupils' good achievements are the result of good quality teaching throughout the school and the pupils' very positive attitudes. Teachers work hard to provide interesting and challenging activities, which they plan and resource very effectively. For example, imaginative use of video and digital cameras was observed in two lessons during the inspection. The good relationships evident between adults and pupils encourages pupils to take a full part in lessons, joining in question and answer sessions and developing a real interest in learning. Pupils say how well they feel that teachers help them to learn. Teachers are very willing to try new ideas so as to improve their practice. The school is rightly focussing attention on improving teachers' skills in sharing their learning objectives with pupils, and making the marking of pupils' work more consistent and useful so that it better helps them to

understand how they can improve. The teaching assistants provide good support particularly for those pupils who have learning difficulties or disabilities.

Recent developmental work on the school's tracking systems has enabled staff to better identify pupils at risk of underachieving and thus be able to provide appropriate work for them. This analysis of assessments has also helped the staff identify weaknesses in the teaching of English skills, especially in writing. A lot of effort, including training for staff, has been successfully put into this area, although it is too early yet to accurately judge the full impact of this work.

The pupils' personal development is outstanding. They are made very aware of how to adopt healthy lifestyles, keep safe and ways of making a positive contribution to the community. The good development of their basic skills is also helping them to be well prepared for their future education and lives after school. Talking to pupils helped show what a thoughtful, articulate and friendly group they are, especially those on the school council. They take their responsibilities exceptionally seriously and are making a very beneficial impact on school life. The range of charity work, some initiated by the pupils, shows a genuine concern for others less fortunate than themselves. The good range of clubs and other extra-curricular activities are very well attended, especially in sport, of which the school is rightly proud. Pupils show a high level of pride in their work, which is very tidy and well presented. They talk enthusiastically about their work and about other aspects of school life, such as taking part in a dance competition at a local theatre. Parents are largely happy with the school, although a significant minority feel communication between school and home could be improved.

Although there is no evidence of any current significant risk to pupils, the school does not currently meet its statutory requirements in some important aspects. The governing body have not ensured that all the necessary policies are in place, effectively monitored and kept up-to-date. This means that the school cannot be confident that all health and safety, sex education, racial equality or performance management requirements are securely in place.

What the school should do to improve further

- Ensure that all statutory requirements regarding safeguarding pupils, training for child protection issues and the development, use and monitoring of policies are met.
- The governing body should ensure that it is sufficiently rigorous in evaluating, monitoring and reviewing policies so that it meets its statutory requirements.

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Annex A

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
The quality and standards in the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	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

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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.



16 May 2007

Dear Children

Inspection of Hollywell Primary School, Hardy Street, Kimberley, NG16 2JL

Thank you very much for the way you made me welcome when I visited your school. In many ways yours is a good school. Most of you behave very well. You are making good progress with your learning and clearly enjoying your time there.

I especially want to thank the school council members I met. You were very helpful and exceptionally good ambassadors for your school. You clearly think very deeply about a lot of important issues, both in school and in the wider community, and I believe your work, with the help of the staff, is making the school a better place. One thing that is outstanding about the school is the way it helps you grow and develop as well behaved, mature learners. You have an excellent understanding about what is right and what is wrong and you put this into practice on a day-to-day basis.

The teachers work very hard to help you learn, and they are successful at doing this. You make good progress and most of you achieve good standards. Your work in English, mathematics and science is good and you also do well in art, design and technology and ICT. You are very careful when completing your work to ensure that it is very neat and tidy. This is a good habit that will help you when you go on to your next school.

You told me that you have adults you can trust in the school if you are worried and want someone to talk to. However, the school does not have a number of important policies and records in place that it should have and staff need more training in issues regarding your safety and protection. I have therefore asked the headteacher and governors to:

- Make sure they have all the required documents in place and up to date, especially regarding issues about your safety and protection.
- The governing body need to make sure that they monitor the school's policies more effectively and regularly.

The school will be able to address these matters quickly and continue to maintain the many strengths it has. Enjoy your time at Hollywell and carry on working hard!

Yours sincerely

Geof Timms
Lead Inspector