

# Hollybush Primary

## Inspection report

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<b>Unique Reference Number</b>	134513
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	294665
<b>Inspection dates</b>	18–19 April 2007
<b>Reporting inspector</b>	Terry McDermott

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	356
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Foxton
<b>Headteacher</b>	Mr Peter Bell
<b>Date of previous school inspection</b>	11 January 2006
<b>School address</b>	Broad Lane Leeds LS13 2JJ
<b>Telephone number</b>	0113 3862470
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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average school serves an area of significant social and economic disadvantage. The proportion of pupils eligible for free school meals is well above average. Most pupils are White British; a small number of pupils are from a minority ethnic heritage, and some of these are at an early stage of learning English as an additional language. Over half the pupils in Year 6 were not in the school at the end of Year 2. The proportion of pupils with learning difficulties and/or disabilities is above average. The school holds the ActiveMark award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school is correct to evaluate its effectiveness as satisfactory. It has faced, and continues to face, challenging circumstances, but it has clearly improved in the areas identified at the last inspection in January 2006. This demonstrates that it has satisfactory capacity for further improvement. The school gives satisfactory value for money. Therefore, in accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. 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.

Pupils' personal development is good. They are well cared for, and are happy in school as a result. There is a very positive atmosphere in the school built upon tolerance and respect for others. Pupils and adults get on well together, and this helps pupils to learn more rapidly. Pupils are given lots of encouragement to be good citizens, and this reflects the very inclusive ethos that the school sustains within its local and wider communities.

Children enter the Foundation Stage with exceptionally low standards, especially in language and social skills. Because of the good teaching they receive in the Nursery and Reception classes they make good progress, especially in their personal, social and emotional development. In spite of this good progress, by the time they enter Year 1 standards are still well below those expected. In the school's results in the national tests for Year 2 and Year 6 in 2006, standards were exceptionally low, and achievement was therefore inadequate. Swift improvement since that point is clear but there is still further to go to enable pupils to overcome the legacy of low achievement. The school's tracking system is used carefully to ensure that all pupils make at least satisfactory progress: the content and amount of recorded work in pupils' books is improving. However, standards in English, mathematics and science are low, because older pupils have a great deal of ground to catch up. Importantly, learning of good quality is taking place so that achievement for all groups of pupils throughout the school is improving rapidly.

The quality of education has improved: teaching and learning are of good quality and better than the school judges - the leaders are too cautious in some of their evaluations. Lessons give pupils many opportunities to learn independently. Pupils behave well, listen carefully, and respond well to questions which make them think for themselves. Information about what pupils know and can do is mostly used effectively to make sure that work set matches their needs and helps them to improve. Nonetheless, some of the tasks for the more able pupils are at times too easy. The curriculum has been reorganised recently and is beginning to provide interesting topics which fire pupils' imagination. The full benefits of this have yet to be seen. Though pupils look after their books well, the low quality and inconsistency of pupils' handwriting does not permit them to express their ideas with fluency and self-confidence.

Leadership and management are satisfactory. The senior leadership of the school and the governing body are effective, although there was some delay before necessary changes were initiated. Senior leaders monitor the work going on in classrooms regularly and robustly, to ensure that pupils' learning is accelerated. Staff and pupils have the confidence to strive to achieve higher performance, because they are convinced that change and innovation are improving the school. Several well founded strategies for improvement have begun, for example, extending problem-solving work in science, and 'Wake and Shake' - a programme of physical development to enliven the start of the day. Although these are beginning to have a positive

impact on learning, they are very new, and will take some time to show their full effect. Links with other education partners, including the integral specialist inclusive learning centre and the local authority, are strong. As a result of these constructive moves, parents have an increasingly positive perception of the school.

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

- Raise standards in English, mathematics and science throughout the school.
- Set challenging work in lessons to make sure that higher-attaining pupils are consistently challenged.
- Improve the content and presentation of pupils' written work.

## **Achievement and standards**

### **Grade: 3**

When children start school in the Nursery class, their skills are exceptionally low in all respects. Progress throughout the Foundation Stage is good because teaching is of good quality. Children gain new skills, and their personal development improves rapidly, so that when they enter Year 1, they are able to play and work together well, though standards are well below what is normally expected for their age. Standards are low throughout the school. The low results in the school's national tests in 2006 show that those pupils did not make enough progress, and their achievement was inadequate. However, because the learning of most groups of pupils is improving, including for those with learning difficulties and/or disabilities and those learning English as an additional language, the school is well on its way to eradicating the underachievement. Most pupils are making better progress than is normally expected, though there are exceptions to this. For example, some higher-attaining pupils finish their work very quickly, and most pupils cannot express themselves well enough in writing because their technical skills are unrefined.

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

### **Grade: 2**

The pupils' good personal development is reflected in their positive attitudes, their enjoyment of school and their good behaviour. Spiritual, moral, social and cultural development is good. Children in the Foundation Stage make good progress in learning to be independent and cooperative. The school is a harmonious community where relationships are good. Pupils are reflective, as shown when they enjoyed the recent successful hatching of incubated eggs. They gain a good understanding of the multicultural world in which they are growing up when they visit places of worship such as a synagogue and a mosque and meet people from other faiths.

Pupils know how to stay safe and healthy. They exercise through the good range of sporting activities and they enjoy their healthy school meals. They contribute well to the community, taking roles such as 'befrienders' and school councillors.

In many respects, pupils are well prepared for life beyond school. However, their underdeveloped literacy and numeracy skills leave them less well prepared for their future economic well-being than they might be. Learning mentors are working effectively with parents to improve attendance and punctuality. Attendance is broadly in line with the national average.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good, although there has not yet been time for this to have an impact on standards. Children get off to a good start in their learning in the Foundation Stage, where there is a good balance between adult-directed and child-initiated activities. Across the school, good relationships lead to a happy, calm learning environment where pupils behave well and are keen to learn. Lessons have a clear focus and pupils understand what is expected of them. They are challenged to think for themselves, talk and develop their own ideas. For example, younger pupils are encouraged to discuss different ways of solving problems in mathematics. Older pupils are able to discuss and understand how important it is to show respect for the beliefs of other people. This builds personal confidence and speeds learning. Teaching assistants provide good support, especially to those with learning difficulties and/or disabilities. Teaching is thoroughly planned with work that is well matched to the needs of most pupils. As a consequence, pupils are learning quickly, though some of the more able pupils are not always given a sufficient level of challenge to make even better progress. Marking is used well to help pupils improve more rapidly.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory with some good features. It was recently reorganised and is held under regular review so that it can help pupils to learn better. The full impact of the reorganisation has yet to be felt. There is, however, no whole-school policy for improving pupils' writing. This leads to inconsistent progress in both style and use. The modern school building creates a calm and positive environment for learning. In the Foundation Stage there is a good range of well resourced activities. In Years 3 to 6 children particularly enjoy learning around a particular topic. For example, they made models of Anderson shelters, visited Eden Camp and interviewed people who had been evacuated in a topic on the Second World War: all this helps to bring their studies alive. An increasing range and variety of extra-curricular activities are used successfully to help boost pupils' self-esteem and to stimulate interest. These range from lunchtime vegetable growing and computer clubs to after-school 'Little Dragons' - martial arts to promote personal and social skills.

### Care, guidance and support

#### Grade: 2

Good standards of personal development throughout the school reflect the effective care, guidance and support that is provided for pupils. Arrangements for safeguarding pupils are followed robustly and meet requirements. Adults in the school are highly committed to ensuring that every pupil is looked after well. Support for pupils with learning difficulties and/or disabilities and for vulnerable pupils is wholehearted and relentless. Staff have a very good knowledge of individual pupils and their needs, as demonstrated by the comment: 'Adults are there to look after you and make sure you're alright'. The progress pupils make in lessons is checked closely, and teachers use the information with increasingly positive effect to make sure that on the whole the needs of most pupils are met. This has yet to extend to better cater for those pupils who learn very quickly.

## Leadership and management

### Grade: 3

The issues identified for improvement at the last inspection have been successfully tackled and pupils' achievement has begun to improve. Many pupils are making better progress than is usually expected because the school has worked hard and successfully to enhance the quality of teaching and learning. However, these actions have yet to impact fully on standards reached by pupils. Nevertheless, this shows that leaders demonstrate the capacity to bring about improvements.

The headteacher has created a genuine team spirit and the school runs very smoothly from day to day. Knowledgeable middle managers are assuming greater responsibility for their areas of work and this is strengthening the school's leadership well. The school's self-evaluation is accurate in the main: staff know they still have a long way to go to reach their aspiration. The plan for improvement is well structured and detailed, and there is a clear way of checking on the progress being made in all major aspects of the school.

The governing body acts as a critical friend of the school, and carries out its duties well. Many parents have expressed strong satisfaction with the school 'because of the hard work and great care of the staff', and several are involving themselves directly in their children's learning through the school's learning centre. The school is well placed to move forward.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<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>	3
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	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
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

<b>How good is the overall personal development and well-being of the learners?</b>	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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### 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>	3
<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for being so pleasant and helpful to us when we inspected your school recently. You gave us some very useful information which helped us to form our views on how well you are all doing.

We judge that Hollybush has improved a lot during the last year, and your parents think so too. The school is giving you a satisfactory education, and it is improving all the time. This is because all the adults have worked very hard to help you to do better. They have introduced many good ideas, such as the way they set targets for you, and check your progress every term. But these haven't been going on very long, and we think that you could all do better still.

Here are some of the things about the school that are good.

- All the adults take really good care of you, and help you to feel safe.
- You behave well and listen carefully to your teachers and to each other.
- Lessons are interesting and help you to think for yourselves.

We were pleased to see how much the school has improved recently, and have asked the teachers to do a few things to help you make even better progress.

- Make sure that standards keep going up in English, mathematics and science.
- Be certain that they set tasks which ensure that all pupils, especially those of you who learn quickly, reach higher levels in all subjects.

We have also asked another thing, and all of you can help to make this work.

- Improve your writing, not only by describing in greater detail the things you see around you, but also your handwriting.

Thank you once again for your help, and good luck to you all for the future.