

# Holley Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	108820
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	301958
<b>Inspection dates</b>	4–5 July 2007
<b>Reporting inspector</b>	Christine Graham HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Norma Flynn
<b>Headteacher</b>	Mrs Sharon Wright
<b>Date of previous school inspection</b>	1 October 2003
<b>School address</b>	Ayton Road Oxclose Washington Tyne and Wear NE38 0LR
<b>Telephone number</b>	0191 2193740
<b>Fax number</b>	0191 2193741

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## Introduction

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

## Description of the school

Holley Park Primary School is slightly smaller than most primary schools. Pupil numbers remain steady from year to year and few pupils leave the school at other than the usual times. The school is situated in an affluent area and very few pupils are eligible for free school meals. Most pupils are of White British heritage and few are at an early stage of speaking English. Very few pupils have learning difficulties and/or disabilities although a very small proportion has a statement of special educational need. The school has received many awards, which recognise its achievements. These include the Silver Healthy Schools Award, the Basic Skills Quality Mark and Investors in People.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Holley Park Primary provides a satisfactory education for its pupils. It is a rapidly improving school. For many years, pupils have attained high standards in national tests and assessments and the school is well regarded by parents and the community. However, pupils do not make consistent progress as they move through the school. When they start school, in Reception, they are able to do as much or more than others of their age. They make good progress during their first year in school and enter Year 1 well prepared for future learning. They make satisfactory progress overall in Key Stage 1 and in Years 3, 4 and 5. However, most progress is made in Year 6. This is the main reason that high standards are maintained from year-to-year.

A new headteacher and deputy headteacher were appointed in September 2005. They introduced a rigorous and detailed system that tracks the progress made by every child from Reception to Year 6. This is used to set challenging and appropriate targets for individual pupils. These are regularly reviewed by class teachers and the senior leadership team. As a result, teachers now have a secure and realistic view of what pupils should achieve in every year group. The most able pupils or those at most risk of underachieving are identified at an early stage and appropriate support is provided.

The leadership team have devoted a great deal of time to ensuring that these new systems are fully understood and accepted by staff. For example, a 'staff share' system is in place so all staff can access school data and information electronically using the school computer network. However, setting up these procedures has taken a great deal of time and effort and, although this has been time well spent, it has left little time to improve the quality of teaching and learning.

Teaching is satisfactory. Teachers have good subject knowledge and expect pupils to work hard. They plan lessons carefully and group pupils using information provided by the new tracking system. However, although groups of different ability receive different work teachers do not use information gained from day-to-day assessments and marking accurately enough to ensure that the work given to individuals meets their needs. Although pupils gain a good level of knowledge they have too few opportunities to apply this to problem solving or investigations. In the classes where pupils are being encouraged to evaluate their own learning, teachers make too little use of these evaluations.

The curriculum is satisfactory overall although the curriculum provided in the Foundation Stage is good as are opportunities for extra curricular activities. The school has a number of very successful partnerships with other schools. These provide additional opportunities for curriculum enrichment. Working with an artist the staff have developed the school grounds in order to provide exciting opportunities for outdoor learning for pupils of all ages.

Pupils are well behaved, courteous and appreciative of all that is done for them. They talk confidently to visitors and can explain their ideas and opinions. Most enjoy school as can be seen by their very good attendance. The leadership team have ensured that the school provides a safe and secure environment for pupils and they are well cared for and supported. The academic guidance given to pupils is satisfactory.

Subject leaders for English, mathematics and science are beginning to evaluate pupils' progress in their subjects and have recently started to plan to bring about improvements. Other middle leaders are responsible for managing particular year groups. They work across key stages in order to promote effective transition. Governors are committed to the school and give willingly

of their time. They have benefited from the training provided by the leadership team and are beginning to understand the issues facing the school. The headteacher and deputy headteacher have done a great deal in a short period of time and the impact of some of their actions can already be seen. As a result, capacity for further improvement is good. At present the school provides satisfactory value for money.

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

- Improve the progress made by pupils as they move through the school.
- Provide more opportunities for pupils to apply their knowledge to practical and investigative tasks.
- Use day-to-day assessment more effectively to provide work for pupils which accurately meets their current needs.
- Improve middle management.

A small proportion of schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next s5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory although standards are high. Children start school able to do as much or more than other children of their age. They make good progress in the Reception class, but they do not progress as well as they might in Key Stage 1. In 2006, their standards were in line with that seen nationally but fewer pupils attained higher levels than had done so in previous years. However, the results of assessments carried out in 2007 show that this situation has improved. By the end of Year 6, many pupils reach standards that are well above those expected for their age. Given their starting points this represents no more than satisfactory progress overall. Data indicates that pupils make better progress at the end of Key Stage 2, especially in science. Inspection evidence and school tracking confirms that pupils' progress is not consistently good as they move through the school.

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

### **Grade: 2**

The personal development and well-being of pupils are good. Pupils behave well in lessons and around the school. They have very positive attitudes and generally treat others with courtesy and care. They enjoy school as can be seen by their very good attendance. The 'Willow Garden' and 'Dig for Victory Garden' give pupils exceptional opportunities to develop a range of skills, which should sustain them in their future lives. Guided by the artist who created these resources they learn how to plant and maintain a garden. They grow their own organic vegetables and fruit, which are used to make delicious soups, jams and desserts. They sell any surplus vegetables to parents in order to fund future activities and learn the importance of recycling natural materials in order to create items of beauty. Because of this resource, pupils have the opportunity to develop their creativity and understand the techniques used in the past. Pupils understand how to stay healthy and safe and they take on jobs and responsibilities around the school. Some of these are concerned with helping others to feel valued. From an early age, pupils willingly accept responsibilities; for example, as school council members, listening friends and buddies. These opportunities contribute well to pupils' social and moral development and their sense of belonging to the school community. Pupils raise money for charity; however,

opportunities to become involved in the wider community are more limited. Spiritual development is satisfactory. Pupils learn about life in other countries but are not well prepared for life in a multi-cultural society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. This judgement is broadly in line with the school's own evaluations. Teachers have good subject knowledge and know what they want their pupils to achieve. Pupils behave well in lessons and appear to listen to their teachers. However, in some classes, they are reluctant to answer questions and teachers do not have good enough strategies to encourage more participation. Although teachers use information about the overall achievement of their pupils to plan tasks, they do not pay enough attention to information available from marking and day-to-day assessments. This means that, although pupils of different ability are often given different work, for some it is too easy and for others too hard. As a result, some pupils complete little work during a lesson and while others do a great deal not all of it is challenging. The tasks given to pupils are sometimes dull because teachers do not always engage and motivate pupils. Although opportunities are taken to promote writing across the curriculum, in some subjects, for instance science, much of this 'writing' is copied from the board.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and all statutory requirements are met. However, there are too few opportunities for practical and investigative work or the development of skills. Improvements made to the building have done much to improve provision, particularly in the Foundation Stage where there is a good balance between teacher-directed activities and independent learning and the space available is used imaginatively. The recently improved outdoor areas provide very good opportunities to extend and enrich learning. However, while these are used well by the Reception class and for extra-curricular activities, they are not well enough integrated into lessons other than in Year 5. The use of information and communication technology (ICT) is developing rapidly because the computer suite has been upgraded. Staff are becoming more familiar with the recently installed interactive whiteboards but, as yet, these are not used as effectively as they might be to make learning more interesting. The school has been involved in the Independent State School Partnership (ISSP) for a number of years. The outcomes of this partnership have been very positive and have helped the school develop very useful resources for the core subjects of English, mathematics and science and for ICT. The current focus is on developing resources for the teaching of modern foreign languages. This work adds value to the curriculum and is promoting the professional development of staff.

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

#### **Grade: 3**

Pupils are well cared for and supported. This aspect of the school's work has been rigorously reviewed in order to comply with new government requirements. As a result, there are very good systems in place. Detailed risk assessments are carried out and there are rigorous health and safety checks. Relationships between children and staff are very good and children are

happy and contented. Although most parents are very happy with the way in which the school cares for pupils, a small minority expressed some concerns. The inspection team considered these concerns very carefully but could find no evidence to support these views. Pupils said that when they passed on a worry to a member of staff action was taken. The guidance given to pupils is satisfactory. Teachers do not make best use of marking and assessments to ensure that pupils have work that is well matched to their abilities and which will help them achieve the challenging targets which have been set for them.

## **Leadership and management**

### **Grade: 3**

The headteacher and deputy headteacher provide good leadership for the school. They are a strong team and work very effectively together. They plan new developments carefully and ensure that all staff understand what is expected of them. They implement new practices carefully and accurately identify the strengths and weaknesses of the school. They take effective action to bring about improvement but, as yet, they are not well enough supported by subject leaders and middle managers. The leadership team are providing a programme of support and development to remedy this situation. The actions of the senior leadership team have been well judged and effective and the capacity for further improvement is good. Governors are supportive of the school and have responded well to recent training.

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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	2
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>	3
The standards <sup>1</sup> reached by learners	2
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	3
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<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>	3

<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	2
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	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

6 July 2007

Dear Children

Holley Park Primary School, Tyne and Wear, NE38 0LR.

Thank you for being so helpful when I visited your school with Mr Seagrove. We very much enjoyed meeting you all. We thought you were very well behaved and very polite. We could see that you enjoy school and get on well with each other, with your teachers and with the other people who look after you.

When you start school, in Reception, many of you can already do a very great deal and in that first year at school you make good progress. You reach high standards in the tests you take at the end of Years 2 and 6 so we were a little surprised to see that as you move from class to class you do not always make the progress you should. Mrs Wright and Mrs Defty are aware of this and have very good ways of tracking the progress you make. We noticed that some of you are a little reluctant to answer questions in class and that some of you find your work too easy while others find it too hard. We have asked your teachers to make sure that they know how well you understand your work in every lesson so that they can give you extra help or harder work. You can help by answering more questions and by telling your teachers if you don't understand.

We were very impressed with your Willow Garden, Dig for Victory Garden and the outdoor area in Reception. We know that the Reception class use their outdoor area a great deal. Older children told us that although you use the gardens a great deal in Year 5 and for after school activities you do not use them as much as you might during the day. We were disappointed to hear that because the gardens are fantastic and could make your work in every subject much more interesting. When we looked at your books we thought some of the work could be more interesting. We have asked the teachers to give you more opportunities to use your knowledge to do practical work and investigations.

You told us that you enjoy school and that when you have a problem someone will help you. However, some of you told us that you tell your friends or your 'buddy'. We think that other children may not always pass your worries on. So remember; if you are really upset tell an adult or your teacher so that they can do something about it.

We really enjoyed our visit to Holley Park, especially sampling the delicious fruits and vegetables that you grow!

Best wishes

Mrs C E Graham, HMI