

# Holywell Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	107505
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	309414
<b>Inspection dates</b>	18–19 June 2008
<b>Reporting inspector</b>	Carmen Markham

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	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Rod Harris
<b>Headteacher</b>	Mr Paul McVeigh
<b>Date of previous school inspection</b>	4 October 2004
<b>School address</b>	Stainland Road Holywell Green Halifax West Yorkshire HX4 9AE
<b>Telephone number</b>	01422 374369
<b>Fax number</b>	01422 310556

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Although this is an average sized school a falling birth rate locally has gradually reduced the number of pupils attending it. This number is now stable. The school serves an area of mixed social and economic circumstances and the number of pupils known to be eligible for free school meals is in line with the national average. The school has twice as many Nursery places as places in Reception so half the children who attend the Nursery move to other schools for their full-time education. The majority of pupils come from White British backgrounds and all speak English as their first language. The proportion of pupils with learning disabilities and/or disabilities is below average, but the school has an unusually high proportion of pupils with hearing impairment.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Holywell Green is a good school that provides good value for money. The school has strong partnerships with parents and outside agencies to promote pupils' well-being. Pupils are very well cared for and provision for vulnerable pupils is good. Pupils' sense of responsibility towards each other in school and their understanding of the needs of the whole school community are outstanding. Their spiritual, moral, social and cultural development is good. Pupils have extremely positive attitudes to learning and behave well. They thoroughly enjoy school and attend regularly. Typically, parents write that their children really enjoy school and that, 'Their views, interests and ideas are listened to and incorporated into the learning environment in a way that stimulates their interest.'

The good senior management team is led by an outstanding headteacher and supported by effective governors. They share a vision of an inclusive school where everyone will succeed. All work successfully to implement this vision and to develop a strong school ethos based on care, learning and enjoyment. The headteacher and senior leaders continually check on the progress of all pupils in order to help to improve standards and to meet challenging school targets. Their evaluation of the school's performance is exceptionally accurate and is reflected in the well focused school improvement plan. There has been significant improvement since the previous inspection, indicating the school's good capacity to continue to improve.

Pupils achieve well in relation to their skills on entry to the Nursery, which are a little below the nationally expected levels for their age. They make good progress as they move through school and by the end of Year 6 standards are above the national average in English, mathematics and science. Higher attaining pupils achieve well. Pupils with learning difficulties and/or disabilities and vulnerable pupils make good progress towards their individual targets. The progress of a small minority of lower attaining pupils is satisfactory rather than good because the work they are given does not always match their specific needs.

Overall, the quality of teaching is good and enables most pupils to make good progress. Pupils' needs are identified accurately and their work is generally well planned. Teaching assistants are used well to support pupils' learning. Good resources, including the very good use of information and communication technology (ICT), motivate pupils to learn and to enjoy their education. In some classes the quality of marking and the use of learning targets are exemplary and help pupils to understand what they need to do to improve their work. In other classes marking and target setting are less helpful.

The good, well constructed curriculum helps pupils develop many skills through an exciting range of experiences and makes a strong contribution to their good progress. For example, the annual arts festival promotes pupils' cultural development extremely well. Good links with other schools enable pupils to develop sporting interests. The help and support of parents encourages pupils to take an interest in gardening and the natural world.

## Effectiveness of the Foundation Stage

### Grade: 2

On entry to the Nursery children's skills are just below national expectations for three-year-olds. However, they make good progress in the Foundation Stage so that by the end of the Reception year they attain standards that are in line with expectations. They achieve well in their mathematical, personal and social development but their language skills are below expectation.

The Foundation Stage is very well led and managed and teaching is good. The needs of all children are regularly assessed and effective curricular and lesson planning ensure that all children are challenged and supported well in their learning. Teaching assistants support children's learning well. Resources are good and generally well used by staff. Nevertheless, the use of the outdoor classroom is limited in poor weather. Very good and detailed records are kept of children's progress. These are shared with parents who are greatly valued as partners in their children's learning. Parents are very complimentary about the provision. Children are confident and independent learners. They talk about their work and enjoy demonstrating what they can achieve. They are also kind to each other and thoughtful. They thrive in the calm and harmonious environment of the Foundation Stage.

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

- Ensure that all lower attaining pupils who find some work too difficult are set appropriate tasks to meet their very specific needs.
- Ensure that the very good practice in marking and target setting evident in some classes is used throughout the school.

## **Achievement and standards**

### **Grade: 2**

Pupils enter Year 1 with skills that are mostly as expected for their age, but often below that expectation in literacy. They make good progress in Key Stages 1 and 2 and by the end of Year 6 standards are above the national average in English, mathematics and science. Results from this year's teacher assessments indicate that standards in Year 2 have recovered well after falling in 2007. As a result of successful initiatives and better teaching, there has been a marked improvement in mathematics. Across the school as a whole, higher attaining pupils achieve well. The work they are set challenges them to think hard and many attain standards that are above average. At times, the work given to a minority of lower attaining pupils does not match their needs well enough because it is too difficult. This slows their progress. As a result, the overall achievement of this group of pupils is satisfactory rather than good. Pupils with learning difficulties and/or disabilities respond well to the good provision for their learning and make good progress towards their individual targets.

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

### **Grade: 2**

Pupils thoroughly enjoy being part of the school community and find lessons 'interesting and fun'. They readily participate in school events, such as the recent 'talent show' and value highly the efforts of others. Pupils' behaviour is good and they are attentive and hard-working in class. They express no concerns about bullying. They recognise how to keep safe in and out of school and know what to guard against when using the Internet. Pupils' spiritual, moral, social and cultural development is good and they mature into sensible and considerate young people, with a strong sense of right and wrong. Opportunities to take on responsibilities and to make decisions through the school council are grasped enthusiastically, with serious thought given to how pupils can help the school to improve. Strong links with other schools and communities teach pupils about the wider world and help to foster understanding cultures that are different from their own. Pupils have a good understanding of how to stay fit and healthy and many take regular exercise during and after school. They develop a good range of personal and academic skills and look forward to the future with confidence.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils' good quality learning is demonstrated by their improving achievement and rising standards. This is the result of good teaching and the very effective use of well chosen resources, including computers and other technologies. Relationships are good and teaching assistants are used effectively to support learning. Lessons are well planned and pupils' work is frequently assessed to identify their learning needs. In most cases teachers use this information well to plan work that effectively meets those needs, enabling pupils to progress at a good pace. This is particularly evident for higher attaining pupils and for those who have learning difficulties and/or disabilities. In most instances, planning responds to these needs and additional learning programmes are introduced for pupils who require additional support. These pupils usually make good progress. However, a small minority of lower attaining pupils are set work that is too difficult for them. Some teachers set pupils a range of challenging targets and use marking and verbal feedback well to help pupils understand what they need to do to improve their work. However, in some classes pupils are left unclear about their targets and what they need to do to make better progress.

### Curriculum and other activities

#### Grade: 2

The curriculum is carefully planned and provides pupils with a good range of experiences, an enjoyment of learning and with basic skills that will support a safe and healthy lifestyle. It also provides the foundation for their future economic well-being. Sport and the creative arts play an important role in the curriculum. High quality art work is evident throughout the school and pupils gain much from their regular music lessons. An annual, week-long arts festival is a very popular event in the school calendar. Spanish has recently been introduced and makes a valuable contribution to pupils' good cultural development. The provision for ICT is excellent and contributes to pupils' basic skills extremely well. The broad curriculum promotes many opportunities for pupils to apply their newly learned English, mathematical and scientific skills in a variety of situations. This motivates and interests pupils. The school regularly reviews its curriculum and ensures that basic skills are at the heart of its work. A good range of extra-curricular activities, visitors, visits and after-school clubs support learning effectively.

### Care, guidance and support

#### Grade: 2

Staff have very good relationships with pupils and pay close attention to their care and well-being. Procedures for child protection and safeguarding pupils meet requirements. Strategies for supporting pupils with learning difficulties and/or disabilities function well and help them to make good progress. The school keeps a careful watch on pupils who may be vulnerable and makes good use of outside agencies to support these and other pupils when necessary. Effective activities help pupils recognise the dangers associated with drugs, tobacco and alcohol. The school is rigorous in its promotion of good attendance. Robust systems to track pupils' progress enable the school to target support where it is needed. Pupils are regularly set targets for improvement but the use of these procedures and the quality of marking have some shortcomings, resulting in some pupils receiving less clear and effective guidance than others.

## Leadership and management

### Grade: 2

The headteacher, senior managers and governors share a clear understanding of the education, care and values they believe the school should promote. Under their guidance Holywell Green has developed as a school that is focused on raising standards and achievement. They have also created a curriculum and a positive ethos that enables pupils to develop as responsible, mature, caring young people who enjoy sports and the arts. Senior managers work as an effective team and share responsibilities well. The careful monitoring of the school's performance is reflected in accurate school self-evaluation. The school has demonstrated good improvement since the last inspection in challenging higher attaining pupils more effectively and better promoting all pupils' cultural awareness. It has managed the reduction of the number on roll very effectively. Above average standards and a rich, well resourced curriculum indicate that the school provides good value for money.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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 the 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?	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>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	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**

Inspection of Holywell Green Primary School, Halifax, HX4 9AE

On behalf of the inspection team, I would like to thank you for making us so welcome. You were all very helpful and polite and helped us to find our way around. We admired the beautiful displays of your work for the arts festival and thought that your talent contest was wonderful. We also enjoyed talking to you and finding out about the work you do in lessons. Your school council works very well and through it you help teachers decide how to improve the school.

We think that your headteacher and the staff all work hard to make your school successful. You go to a good school. The staff look after you very well and you feel safe and happy in school. You make good progress in lessons because your teachers make sure that they involve you in a lot of interesting topics and activities. They also encourage visitors to school so that you can practise new skills and improve your understanding of the world and other cultures. During the inspection you all clearly enjoyed learning some circus skills.

Most of you come to school regularly and arrive on time. You behave well and so you are able to listen and learn. We noted that you take good care of each other so that you can all enjoy school. Parents also told us how well the older pupils look after the younger pupils. You know about staying healthy.

One of the reasons for our visit was to see how your school could improve. We have asked teachers to find ways of helping the pupils who are making satisfactory rather than good progress to improve their work. We have also asked some of your teachers to improve their marking and to make sure that you all have your own special targets so that you know how to improve your work.