

# Holywell Primary School

## Inspection report

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<b>Unique Reference Number</b>	120059
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313496
<b>Inspection dates</b>	19–20 June 2008
<b>Reporting inspector</b>	Graeme Bassett

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	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Briggs
<b>Headteacher</b>	Christine Linnitt
<b>Date of previous school inspection</b>	11 May 2004
<b>School address</b>	Berkeley Road Loughborough LE11 3SJ
<b>Telephone number</b>	01509 231347
<b>Fax number</b>	01509 239594

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school. Most pupils are from White British backgrounds but there is a large proportion of children (30%) from ethnic minority groups partly due to a member of their family either attending or being employed at the university for a short period. As a consequence, there is a continual turnover of pupils. There is a growing proportion of pupils whose first language is not English and current pupils speak 25 different languages. The proportion of pupils with learning difficulties and/or disabilities is below average. Children enter the Foundation Stage with a narrower range of skills, knowledge and experiences than expected for their age. The school has recently been awarded the following main awards: an Activemark, the Healthy Schools 2 award, Basic Skills award 2, Quality in Study Support (QISS award), Quality label for eTwinning and a Full International award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has several outstanding features, including the harmonious way that all pupils from many nationalities form outstanding relationships with each other. The headteacher makes a strong contribution to the good leadership and management of the school. Ably supported by the deputy headteacher, she sets a very clear direction for the work of the school and this has ensured good progress since the last inspection. Responsibilities are delegated effectively and challenging targets raise staff and pupils' expectations very well. As a result, the school is not only maintaining above average standards but also improving achievement, particularly in mathematics and reading. Actions taken have established a purposeful atmosphere where pupils are proud to be achieving well and enjoying their work. The successes so far show that the school has good capacity for future improvement.

Children currently enter the school with levels of skills and understanding below the expected levels for their age, especially in communication, language and literacy. Pupils make good progress throughout the Foundation Stage and the school. By the end of Year 6 pupils make good progress from their starting point and standards in English, mathematics and science are above average. Throughout the school, good support ensures that pupils with learning difficulties and/or disabilities progress in line with their peers. Pupils for whom English is not their home language make particularly good progress in acquiring English as a spoken language.

Achievement is good because teaching is good and occasionally excellent. In some classes, there are inconsistencies in the quality of marking. Although many teachers write helpful comments, some do not and this limits pupils' understanding of what they need to do to improve.

The care, support and guidance provided by the staff is good and the pastoral care given to all pupils is excellent. Sensitive endeavours of all staff ensure that all pupils are included in everything that the school does. However, there are inconsistencies in the academic support and guidance given to pupils because of the variation in the preciseness and frequency of the targets set for pupils' next stages in learning. The curriculum is outstanding and strong links are made between subjects, which make activities interesting and more meaningful. The pupils' learning is particularly enhanced by visits, links with other schools and by out of lessons activities. The provision made through all subjects for gifted and talented children is very good. Pupils' personal development and well-being are outstanding and the result of exceptional pastoral care and very effective opportunities to develop a range of strong personal and social skills. Most pupils have an exceptional understanding of how to remain healthy and safe. Their social, moral, spiritual and cultural development is outstanding and their cultural awareness is a particular strength. Pupils get on extremely well with each other and behaviour of nearly all pupils is excellent.

The governing body gives excellent support and guidance to the school. The headteacher and senior leadership team have established strength in terms of good leadership and management skills of staff across the school. However, the role of some middle managers is not yet robust enough to enable them to ensure consistent use of agreed policies such as that on marking and relevance of setting targets for each pupil.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children achieve well throughout the Foundation Stage. The teaching is good and sometimes outstanding with teachers and staff having a good knowledge of the needs of young children. The management of the Foundation Stage is good and has led to an excellent curriculum with imaginative and stimulating activities which successfully fosters pupils' independence. Good assessment procedures are working well but as yet detailed analysis of data in order to further raise standards, especially for the more able children, is not robust enough. Pupils make good progress by the time they enter Year 1, but many have skills and knowledge that are still slightly below the expected levels for their age in reading, knowledge and understanding of the world and in their emotional development.

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

- Develop the role of some of the middle managers so that they help to ensure the consistent implementation of agreed policies and to ensure they are able to identify their impact.
- Ensure pupils' learning targets and teachers' marking are effective in helping pupils understand how well they are doing and how to improve their work.

## **Achievement and standards**

### **Grade: 2**

By the end of the Foundation Stage, most children achieve well and this good progress continues throughout Years 1 and 2, where standards in reading, writing and mathematics are above average. Good progress continues throughout the rest of the school. The progress made by pupils in current Year 6, from their broadly average levels of skills and knowledge on entry to the school, is good. Standards rise effectively and accelerate particularly in Year 6 with the proportion of pupils exceeding the expected levels for their age in all three subjects. Standards in mathematics have improved extremely well since last year. Standards in music and art throughout the school are above the expected levels.

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

### **Grade: 1**

Pupils enjoy coming to school and many say, 'Holywell School is really friendly and encourages you to do your best.' Most pupils have outstanding attitudes to their work. They are very conscientious and take pride in what they do. The school's diverse population is celebrated well. One pupil said, 'The school makes us more aware of other cultures.' Pupils and parents regularly lead a range of religious festivals, for example, the recent celebration of Iranian New Year. Pupils from different cultural backgrounds have good opportunities to understand the customs and traditions of others. Pupils make good friends and have positive relationships with their teachers. They are invariably polite and friendly to adults and visitors to the school. Pupils make an outstanding contribution both to the school and wider community and the school council has a very positive impact. Older pupils successfully mix with younger pupils, for example, Year 6 pupils worked happily alongside Foundation Stage children to prepare their Teddy Bears' Picnic.

Pupils are prepared extremely well for their next school and their economic well-being is good. Punctuality is very good and attendance above average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers and learning support assistants have good subject knowledge and work well together to support pupils' good learning. The strong teaching in Year 6 accelerates pupils' progress considerably. Planning themes across different subjects makes learning more interesting and meaningful and this is particularly good in Year 6 where pupils plan a car-rally involving real life situations to equip the expedition. The use of 'talking partners' and working in groups are strengths in many classes and this approach creates a very purposeful atmosphere.

Most teachers assess pupils' progress well and involve them in self-assessment of their work at the end of a lesson. However, the quality of marking in pupils' books is inconsistent and, although some teachers give pupils good advice that shows them how they can improve, there are some who do not. As a result, pupils do not understand what they have to do next.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding. It is planned to follow areas of learning such as 'knowledge and understanding of the world' rather than specific subjects. This arrangement is very innovative and stimulating. Themes build comprehensively upon pupils' learning through very good cross-curricular links. An excellent range of extra-curricular activities enhances pupils' learning and, in particular, improves their spiritual awareness and their social and moral development. These include residential visits for Years 4 and 6 and very good links with local schools that provide additional sessions, especially for the gifted and talented children. The excellent provision for music and art promotes exceptional standards. The steady introduction of French on a rolling programme, which started in Year 3, is also proving beneficial by raising pupils' awareness of different spoken language, especially in their own school.

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

#### **Grade: 2**

This is a caring school where pupils work harmoniously together regardless of race or culture. Safeguarding procedures are effective and pupils feel safe and secure. The pastoral care is outstanding and teachers know pupils well and foster respect for one another. The school ensures that new arrivals to the school, especially those for whom English is not the first language, integrate quickly into the life of the school and have the benefit of help from volunteer staff who speak their language.

Whole school tracking records are comprehensive and are used effectively to identify and support children who are not doing as well as they should. Pupils with learning difficulties and/or disabilities receive extremely good support and guidance. However, there are inconsistencies in the quality of individual pupils' targets. Most pupils understand their challenging targets, others are less sure because their targets are not always specific enough and they are not involved frequently in judging how well they are doing.

## Leadership and management

### Grade: 2

The headteacher provides good leadership and management and she has established a strong team. Delegation of responsibilities across the school since the last inspection is good. All staff and governing body work very effectively with the headteacher to compile an accurate self-evaluation of the school's work that forms the foundation for suitably challenging whole-school targets. Many teachers and non-teaching staff accept responsibilities willingly and conscientiously plan actions that bring about improvements. Even so, the role of some middle managers is not fully developed and consequently, checks to ensure implementation of procedures and other agreed policies such as strategies for marking and setting targets are not rigorous enough. Governors are extremely well involved in the monitoring and evaluation of the school's performance and take an active role in deciding priorities for development.





## 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?	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?	1
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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 the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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	1
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**

23 June 2008

Dear Children

Inspection of Holywell Community Primary School, Loughborough

Thank you for helping us when we visited your school recently. We enjoyed meeting you and finding out about your school. We found that your school provides you with a good education and that you do some very exciting things. There is a good team spirit in your school and it is a happy place.

These are the things that are particularly strong in your school:

- Those who lead and manage your school have very clear ideas of how to bring about improvements and, as a result, it is a good school with outstanding features.
- Your headteacher provides good leadership and management to the school.
- Throughout the school, you make good progress and by Year 6, your work is above average.
- Your work in music and art is extremely good and very exciting, especially when you sing and play instruments.
- You are all developing excellent attitudes towards your work and towards each other. You have an outstanding understanding about how to keep safe and how to remain healthy.
- You are very polite and your behaviour is excellent.
- Staff look after you and care for you very well.
- The teaching is good and teachers plan interesting tasks for you that link subjects together and make your learning more interesting and meaningful.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- Develop the role of some of the teachers so that they help with checking how well school decisions are being carried out and completed.
- Ensure teachers' marking and your learning targets help you to understand how well you are doing and how to improve your work.

Once again, thank you for your help. You can help by asking your teachers how you can make your work better.

Graeme Bassett Lead inspector

23 June 2008

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