

Holyhead Primary School

Inspection report

Unique Reference Number	103927
Local Authority	Sandwell
Inspection number	336195
Inspection dates	21-22 September 2009
Reporting inspector	Ian Jones

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	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair	Ms Theresa Millard
Headteacher	Mrs Anna McGuire
Date of previous school inspection	23-24 May 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at policies and documentation on teaching and learning, the curriculum, procedures for assessing and tracking children's progress, the school improvement plan and information about the Early Years Foundation Stage. They analysed a total of 54 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of higher attaining pupils and whether teaching is sufficiently challenging
- how well teaching enables pupils to become responsible learners
- the effectiveness of leaders and managers monitoring to support improvement.

Information about the school

This school is smaller than average. Over 60% of pupils are boys. The percentage of pupils who qualify for free school meals is above average. Approximately 40% of pupils come from minority ethnic backgrounds, mainly Bangladeshi. The proportion of pupils with special educational needs and/or disabilities is above average. These arise mainly from behavioural, emotional and social, or language and communication difficulties. The Early Years Foundation Stage comprises a morning Nursery class with twelve children aged 3 to 4 in attendance and a Reception class. The school has gained a number of nationally accredited awards such as the healthy schools award, arts mark and active mark awards. A breakfast club run by the school operates from the site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Holyhead Primary is a good school. It has continued to make good progress since its previous inspection.

The school enjoys the strong support and appreciation of parents. The comment of one sums up their responses, 'My child is making good progress and is happy. There is nothing more reassuring than hearing that from your child.' Pupils are recognised as individuals and their contribution to school life and learning is celebrated; as a result they thrive in a caring and supportive environment. Pupils start school with attainment often well below national expectations. As a result of good teaching and learning, they make good progress, reaching broadly average standards by the time they leave. Children with special educational needs and/or disabilities make good progress because work is closely matched to their learning needs and they receive effective individual support from teachers and learning support practitioners.

The good progress made by pupils is the result of effective teaching and a good curriculum. Lessons are often challenging and careful planning engages pupils in learning. On just a few occasions the work is a little too easy for more able pupils. The range of activities offered to pupils across the school often enthuses and motivates them, contributing to their good enjoyment of learning. The school is successfully focused on developing pupils' literacy and numeracy skills in imaginative ways and these, together with the wide range of enrichment activities contribute to the effective curriculum.

Pupils contribute very significantly to the school's success. They are willing partners in learning and their behaviour is frequently welcoming and positive. Pupils readily take on responsibilities around the school and they actively participate in a number of school and local community events. Pupils' spiritual, moral, social and cultural development is good overall. Although pupils have appropriate opportunities to take exercise and enjoy this aspect of school life, their understanding of healthy eating is limited. Community cohesion is promoted satisfactorily overall. The school successfully promotes community cohesion within the immediate locality but opportunities for pupils to understand this aspect within a national and global context are limited.

Although in post for only a short time, the acting headteacher has accurately identified the areas the school needs to address to consolidate its good practice and make it even more effective. With the support of the senior leadership team, she has

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galvanised the school and gained the respect of pupils and parents. Staff with additional responsibilities have rightly identified that they can play a more influential role in raising standards by contributing more to evaluating the quality of teaching and learning through monitoring and analysing data.

Capacity for sustained improvement is good. The school has successfully tackled the issues from the last inspection, resulting in sustained improvements in outcomes for pupils. Improvement planning is clear and detailed, and the school has an accurate picture of its strengths and areas for improvement. Governors provide good support and guidance, and show determination in challenging the school to deliver the improvements needed.

What does the school need to do to improve further?

- Strengthen middle leadership by:
 - ensuring greater involvement of subject leaders in monitoring of lessons, identifying the best features of learning and spreading good practice
 - increase the effectiveness of middle leaders to analyse performance data and use this information to support further improvement
- Improve the effectiveness of community cohesion within a national and global context by:
 - implementing plans to increase pupils' engagement with a wider range of community groups
- Promote pupils' understanding and adoption of healthy lifestyles by:
 - improving pupils' knowledge of the important factors which affect the different aspects of their health, including their understanding of what constitutes a healthy diet

Outcomes for individuals and groups of pupils

2

Pupils enjoy their lessons and make good progress to attain standards that are broadly in line with those expected for their age by the end of Years 2 and 6, although the proportion of pupils reaching the higher levels remains below average. Attainment has continued to improve since the last inspection and current pupils in these years are on track to achieve average standards. The school has worked successfully to raise standards in English, with many lessons offering effective support to help pupils to write in organised and imaginative ways. Those pupils who speak English as an additional language are well supported through effective provision and they make the same good progress as their peers. Speaking and listening skills are promoted well through the regular opportunities to practise and

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articulate their ideas. The school has many more boys than girls; both groups achieve equally well. Good support for pupils with special educational needs and/or disabilities enables them to make good progress in lessons.

Pupils feel safe and say that they trust that adults will deal effectively with any rare incidents of bullying or misbehaviour. They have a satisfactory understanding of how to stay healthy overall, although understanding of healthy eating is not as developed as it could be. Many participate in the range of sports and activities provided after school. Pupils know that their ideas and views are respected. The school council represents the views of others. Pupils thrive on the many opportunities they have to contribute to their local and wider community, including for example, through the good links established by the school's involvement in the Wednesbury Learning Community. The pupils have a strong sense of their own community and are proud of their school.

Attendance has improved and in the last two years has been broadly average. The headteacher and governors plan to further improve attendance through developing links and partnerships with parents, outside agencies and the local community. Pupils are well behaved, polite and courteous. They show initiative and feel safe knowing that the staff will listen and respect their views. Older pupils act responsibly and provide good role models to support younger ones.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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In the large majority of lessons good teaching motivates and engages the pupils. Teachers provide good opportunities in lessons for pupils to share ideas and reflect on their learning. Regular use of questioning helps pupils to formulate their ideas and contributes to their good progress. High expectations often prevail within an atmosphere of good pastoral care, and the pupils respond well to the challenges set. Across the school, teachers and support staff help to create calm yet focused classrooms where class management is strong. Good use is made of interactive white boards to support learning and help bring it to life. Occasionally, pupils are not sufficiently active or independent in their learning, and tasks for the more able are not stretching enough. Here the pace of learning drops. Teaching includes good use of ongoing assessment to check progress and uses this information to inform future learning. Learning objectives are regularly referred to in lessons, and these help pupils to understand what they are doing.

The curriculum is good. It supports the development of basic skills well and is presented imaginatively and thoughtfully in order to interest and excite pupils. There is an appropriate range of enrichment activities and pupils look forward to school trips, including the residential visit to Shropshire for Year 2 and Year 6. The curriculum provides opportunities to value differences and challenge prejudices, contributing to the happy atmosphere around school.

The work of the nurture group in supporting vulnerable learners and the breakfast club are appreciated by parents and pupils and contribute to the effective care, guidance and support offered.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Under the careful leadership of the headteacher and senior management team, the school maintains a successful focus on driving improvement. Staff morale is high and the headteacher and staff are committed to delivering further improvements. The effective deployment of staff and good use of resources result in good value for money.

A detailed tracking system helps to monitor pupils' progress, and teachers are

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effectively held to account for the progress made by their class. This helps school leaders to promote equal opportunity and tackle discrimination well. Staff support each other well and those with additional responsibilities are keen to develop their roles by playing a more influential part in monitoring learning in their subjects and more detailed analysis of the data available.

Governors are supportive and are influential partners in determining the strategic direction of the school. They help to support the cohesive nature of the school community through regular liaison with community members and parents. There is a clear recognition that the school needs to extend links further afield so that pupils develop a greater awareness of the diverse nature of society around the world.

At the time of the inspection all safeguarding requirements were met well. There are appropriate arrangements in place to ensure that suitable adults come into contact with pupils and there is diligent attention to ensuring that records are kept under review.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join the Early Years Foundation Stage with skills and abilities that are well below those expected of three and four year olds. At the time of the inspection the children had only just joined their new classes and had settled down well, reflecting well established and effective practice. Children make good progress and, by the time they start Year 1, the large majority are working close to the early stages of the National Curriculum in all areas of learning. The learning environment is appropriate,

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although not enough is done to encourage and stimulate writing activities. Children are taught their letter sounds well. The children enjoy a wide range of activities and there is a good balance between those which are teacher directed and child initiated. Staff assess their progress carefully and use this information to inform future learning. There are regular opportunities for the children to work and play indoors and outdoors in both the Nursery and Reception classes. Children develop confidence and communication skills productively and the overall provision for the Early Years Foundation Stage is well managed. Children in both settings are well cared for and adults frequently ask questions to make sure that the children understand what they are doing.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of the 54 questionnaires collated in the table below were positive and parents believe that this is a caring and supportive school. Parents are especially pleased with the good teaching and the high levels of safety. Parents are also pleased with the progress their children are making and several expressed positive comments about the quality of provision made for pupils with special educational needs and/or disabilities. A small number of concerns were raised about the behaviour of a small minority of pupils; other comments spoke favourably about the school's good management and promotion of good behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holyhead Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspector received 54 completed questionnaires by the end of the on-site inspection. In total, there are 143 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	52	24	44	1	2	0	0
The school keeps my child safe	28	52	24	44	0	0	0	0
The school informs me about my child's progress	26	48	27	50	1	2	0	0
My child is making enough progress at this school	23	43	39	56	1	2	0	0
The teaching is good at this school	25	46	29	54	0	0	0	0
The school helps me to support my child's learning	24	44	28	52	1	2	0	0
The school helps my child to have a healthy lifestyle	26	48	27	50	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	52	22	41	2	4	0	0
The school meets my child's particular needs	27	50	27	50	0	0	0	0
The school deals effectively with unacceptable behaviour	29	54	20	37	5	9	0	0
The school takes account of my suggestions and concerns	21	39	28	52	4	7	0	0
The school is led and managed effectively	19	35	32	59	0	0	1	2
Overall, I am happy with my child's experience at this school	31	57	23	43	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 September 2009

Dear Pupils

Inspection of Holyhead Primary School, Wednesbury WS10 7PZ

Thank you for making me so welcome when I visited your school recently. I certainly enjoyed talking with you. I was impressed by your politeness and the way you get on with your teachers and each other. I think yours is a good school and I know from talking to you and reading your questionnaires that you enjoy school and being with your friends.

Mrs McGuire and the staff make sure that you get along well with each other around school and that you make good progress. They are good at ensuring that those of you who sometimes find learning difficult receive the help you need. I was pleased to see how much you take pride in your school and look after it. I was also pleased to see how you take responsibility and are willing to do jobs and help around the school.

I have asked Mrs McGuire, the staff and governors to try to make your school even better by doing the following things:

- Help teachers keep a careful eye on how well lessons are taught and the progress you make and use this information to talk about and share good ideas with each other.
- Develop your understanding of how people live and work together in other parts of the UK and around the world.
- Help you to have a clearer understanding of how to enjoy a healthy diet.

I hope you will play your part by continuing to work hard and do your best. I wish you every success in the future.

Ian Jones

Lead inspector.

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