

Holley Park Primary School

Inspection report

Unique Reference Number	108820
Local Authority	Sunderland
Inspection number	337160
Inspection dates	2–3 December 2009
Reporting inspector	Christine Inkster HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Mr David Haw
Headteacher	Mrs Sharon Wright
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 12 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school documents including assessment and progress tracking files, minutes of governing body meetings, policies, leaders' monitoring records, the school improvement plan, safeguarding information, local authority evaluations and examples of pupils' work. The questionnaires returned from seven staff, nine pupils and 37 parents were also examined.

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

- the attainment and progress of all groups of pupils with a particular focus on lower ability pupils and those with special educational needs and/or disabilities
- the quality of the curriculum, care, guidance and support, teaching and learning and the use of assessment
- how well the school meets current requirements and regulations for safeguarding
- the way in which the school promotes equality of opportunity for all pupils and community cohesion.

Information about the school

This school is slightly smaller than most primary schools. The proportion of pupils eligible to have free school meals is well below the national average. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is lower than that found nationally and very few pupils have a statement of special educational need. The school provides for pupils in the Early Years Foundation Stage within the Reception class. The school has achieved many awards including the Healthy School award, Activemark and Artsmark. Privately managed before and after-school care is provided by Busy Kids North East Ltd which will be inspected separately.

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

Holley Park Primary School provides a good education for its pupils. Pupils say they enjoy coming to school and two children echoed the views of many when they said, 'I think the school is a very good school and we learn a lot in each lesson', and, 'the teachers are kind and helpful and they care for you'.

Pupils' achievement is good. From broadly average starting points pupils leave Year 6 with above average attainment, demonstrating good progress. Standards have been above average over time and rose significantly in 2009, in English, mathematics and science. The quality of teaching and learning has improved and the school has taken successful steps to ensure that the rate of progress made by pupils is accelerating across the school. Teaching and learning are good overall with some that is outstanding. A very small amount is satisfactory, particularly when pupils sit too long listening to the teacher rather than engaging more actively in learning. Assessment is used well throughout the school and there are good opportunities for pupils to assess their own and classmates' work. The curriculum has improved since the last inspection with a strong focus on cross-curricular work and themed approaches which help to make learning more coherent for pupils.

Good quality care, guidance and support lead to the positive attitudes to learning and good behaviour of pupils. They know how to stay safe and they are fully aware of how to live healthy lifestyles. Attendance is above average and this confirms that pupils enjoy coming to school. Pupils take their responsibilities in school very seriously, particularly as buddies and school councillors and their ideas have been incorporated into school life, for example, through the purchase of 'listening seats' where any child can go to if they have a concern and older pupils and staff will help them.

The headteacher and deputy headteacher provide strong leadership and work very well together in promoting improvement within the school. They are well supported by effective middle managers who now have a much more proactive role in ensuring that strategies for improvement are well embedded. Although staff value opportunities for professional development, there are not always enough opportunities for teachers to share the highly effective practice already within the school or visit other schools to promote a better understanding of what constitutes outstanding teaching. Community cohesion is satisfactory. It is strong within school and the local community, but opportunities for pupils to engage with the wider community, including developing national and global links, are limited. All the areas for improvement identified in the last inspection have been fully addressed and pupils are now making more progress. As a result, the school's capacity to secure sustained improvement is good and the school provides good value for money.

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What does the school need to do to improve further?

- Improve community cohesion by:
 - developing further global awareness within the curriculum
 - extending opportunities for pupils to engage with the wider community including developing national and global links.
- further develop links with other primary schools and use the expertise already in school to enable staff to share practice and gain a deeper understanding of what constitutes outstanding teaching in order to raise standards further throughout the school.

Outcomes for individuals and groups of pupils

2

Pupils are keen to do well and receive work that is well matched to their differing abilities. This enables them to sustain concentration and work productively. In the lessons observed during the inspection, the vast majority of pupils were seen to be making good progress. This was particularly evident in a whole-school extended writing session when consistent and effective strategies were used in every classroom. All pupils were fully engaged in a range of different writing activities and high quality work was produced. For example, pupils in Year 5 wrote very convincing letters of complaint to the local council in respect of parking issues outside school, and Year 2 pupils produced some good quality descriptive writing including some interesting similes. Pupils understand their writing targets and what they have to do to improve. They are also aware of the school's marking policy and this is used to good effect when editing their own work. Lower ability pupils and those with special educational needs and/or disabilities make good progress because of the effective targeted support they receive often by highly skilled teaching assistants. Work in pupils' books and lesson observations indicate that there are now more opportunities for pupils to engage in practical and investigative work, particularly in mathematics and science. Provisional test results for 2009 indicate that a very high proportion of pupils attained the higher Level 5 in all subjects, but particularly in mathematics and science.

Pupils are proud of their school and they are very welcoming and courteous to visitors. They are confident, articulate and have high self-esteem. Behaviour is good in lessons and around school. Pupils say they feel safe and indicate that there is no bullying. They know they can approach any adult if they have a worry or concern. Good knowledge of healthy eating and keen participation in sports and games, including in their own leisure time, shows a good understanding of healthy lifestyles. Pupils make a good contribution to the community through visiting a residential home for elderly people, singing in the community and involvement in a project to improve a local park. They also participate in fund-raising activities, such as 'Operation Christmas Child'. A Fair Trade group has just been established with the support of a governor. Spiritual development is good as shown in lessons and during assemblies where pupils demonstrate a profound understanding of other faiths. They have a good understanding of the difference

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between right and wrong and show great respect for other cultures, religions and lifestyles. Pupils say they enjoy coming to school because it is fun and people are kind. Pupils are well prepared for the next stage of their education because of the good progress they make in their basic skills, their keen participation in enterprise projects and through their positive attitudes to learning.

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	2
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	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Where teaching is best, highly effective assessment strategies are used to pinpoint the learning needs of individual pupils to ensure that next steps in learning are clear and focused. There is an effective tracking system in place which identifies any pupils who may be underachieving and prompt action is taken to address their needs. Pupils have a good understanding of what they are learning and what they need to do to improve through effective marking and because of the individual learning targets they are set. Teachers have good subject knowledge and they ask challenging questions, particularly to more able pupils, to deepen their understanding of different concepts. In a very small minority of lessons where teaching is satisfactory, pupils sit too long listening to the

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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teacher and there are not enough opportunities to engage in active learning or practise their skills. Consequently, pieces of work are sometimes unfinished.

The curriculum is good and work is well planned to ensure that learning is interesting and relevant to pupils' individual needs and interests. The school has successfully implemented a more creative curriculum involving cross-curricular work and themed approaches. This enables pupils to develop their skills across a range of subjects in the curriculum and makes learning more coherent for them. The school has introduced a system throughout the school, in partnership with other schools, in respect of an additional dimension to the curriculum, focused on the five 'R's' – 'risk taking, reflection, resilient, resourceful and relationships'. Pupils are encouraged to incorporate these qualities in their daily lives. There is a wide range of enrichment activities available for pupils through visits, including residential visits, extra-curricular activities and the introduction of French throughout the school. Extra-curricular provision for music is a particular strength and pupils participate in the school choir, musical productions and learn to play a range of instruments.

Good quality care, guidance and support contribute well to pupils' good personal development. Vulnerable pupils make good progress because their needs are identified early on and they receive good support often from highly effective support staff. There are notable strengths in respect of transition arrangements, particularly on entry into Reception as the children transfer from a large number of different pre-school settings and also on exit to the secondary school. Every effort is made to ensure that pupils are welcomed into the school, particularly through older pupils who act as buddies to individual children and there are very good relationships and many opportunities for older pupils to work with staff and pupils in the secondary school. There are good links with other agencies to ensure that pupils' welfare and medical needs are well met.

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?

The headteacher and deputy headteacher are committed to ensuring that improvements are made to the school. Middle managers are now fully involved in monitoring and evaluating the work of the school. The headteacher was seconded to another school for the summer term 2009 and the school has continued to improve during this time, demonstrating the effectiveness of senior and middle managers. Governors are also proactive in monitoring and evaluating the work of the school and provide good

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challenge and support. Self-evaluation practices are good and as a result, senior leaders have identified appropriate priorities to improve. The school improvement plan is clearly focused on these areas and work is carefully monitored to ensure that it has an impact on pupils' learning. Tracking systems are effective and targets set for pupils are challenging. The school has taken concerted action to promote equality of opportunity and to ensure that the performance of all groups of pupils is improving. Staff value the professional development opportunities they have and effective feedback is given to teachers to help them improve the quality of their teaching. Systems for safeguarding and risk assessments meet requirements. All staff have a good understanding of safeguarding and child protection procedures and these are implemented effectively within the school, enabling pupils to feel safe and secure. Community cohesion is satisfactory. There are good opportunities for parents to be involved in the school, for example in making holiday journals before children start school and during the inspection a craft afternoon was well attended.

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 understanding that are broadly similar to those expected for children of their age. Personal, social, emotional and physical development, and knowledge and understanding of the world are stronger. However, early skills in reading, writing, linking sounds and letters and mathematical development are weaker. They make good progress and by the time they enter Year 1, they attain standards which are sometimes above national expectations. Children settle

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in quickly and make friends because of the very effective induction procedures in place. They enter the Reception class from a wide variety of different pre-school settings and every effort is made by the school to make the transition as smooth as possible. Parents are fully included in the induction process as shown by the holiday journeys they produce with their children. Children's personal development is good, shown by the way in which they behave well, have positive attitudes to learning and show care and consideration for one another. The provision is good with a wide variety of exciting and stimulating activities available both indoors and outdoors, often linked with a particular theme. Outdoor learning is a strength, for instance children thoroughly enjoyed a treasure hunt in the very well resourced outdoor area, helping to develop their knowledge of phonic sounds. Observations and assessments are closely focused on the achievements of individual children and are used very effectively to identify their next steps in learning. Leadership and management of the Early Years Foundation Stage are good and staff work very effectively as a team. Staff training is up to date and all safeguarding and welfare requirements are met.

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 vast majority of parents are very positive about the school and appreciate the work the school does. Their views are confirmed by the inspection. The very few concerns identified were about individual matters and were investigated, but have been addressed satisfactorily.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holley Park 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 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	68	11	30	1	3	0	0
The school keeps my child safe	23	62	14	38	0	0	0	0
The school informs me about my child's progress	11	30	20	54	4	11	2	5
My child is making enough progress at this school	17	46	14	38	5	14	1	3
The teaching is good at this school	15	41	18	49	4	11	0	0
The school helps me to support my child's learning	18	49	15	41	3	8	1	3
The school helps my child to have a healthy lifestyle	19	51	15	41	3	8	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)	16	43	19	51	1	3	0	0
The school meets my child's particular needs	16	43	14	38	5	14	1	3
The school deals effectively with unacceptable behaviour	14	38	15	41	5	14	3	8
The school takes account of my suggestions and concerns	11	30	19	51	4	11	3	8
The school is led and managed effectively	14	38	14	38	3	8	5	14
Overall, I am happy with my child's experience at this school	21	57	9	24	7	19	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. 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 pupil's 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.



4 December 2009

Dear Pupils

Inspection of Holley Park Primary School, Washington, NE38 0LR

On behalf of the inspection team I would like to thank you for the warm welcome you gave us when we visited your school. We enjoyed coming into your lessons and talking to you around the school.

We found that Holley Park School is a good school. The quality of teaching and learning is good overall with some that is outstanding. As a result, you make good progress and reach above average standards by the time you leave in Year 6. Those of you who find learning more difficult also make good progress. We were pleased to hear that you find learning fun and this is because the curriculum is good and there are many opportunities for you to practise your skills. You told us that you enjoy learning French and also the many chances to learn to play musical instruments and sing in the choir. You told us that the staff take good care of you and that you get help and support when you need it. We were impressed with your good behaviour and the care and consideration you show towards one another. You told us that there is no bullying and if there were any incidents you are confident that staff will sort them out. Your headteacher, staff and governors have worked very hard to improve your school and to ensure that you all make as much progress as you can. You take your responsibilities very seriously, particularly as buddies to the younger children and as school councillors.

There are a few things we have asked the school to do to make it even better:

- improve the way in which the school engages with people in the rest of the country and in other countries
- enable staff to observe each other teaching more often and also visit other schools to see how other teachers help children learn so that they can help you to make even more progress in your learning.

You can help by continuing to work hard. You should be very proud of yourselves and your school.

Yours sincerely

Christine Inkster

Her Majesty's Inspector

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