

# Redditch, Holyoakes Field First School

## Inspection report

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<b>Unique Reference Number</b>	116724
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338879
<b>Inspection dates</b>	29–30 April 2010
<b>Reporting inspector</b>	Anna Coyle

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>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Parsons
<b>Headteacher</b>	Mrs Carol Newton
<b>Date of previous school inspection</b>	20 February 2007
<b>School address</b>	Bridge Street Redditch Worcestershire
<b>Telephone number</b>	01527 62928
<b>Fax number</b>	01527 63881
<b>Email address</b>	office@holyoakes.worcs.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by four additional inspectors. The majority of time was spent observing learning. The inspectors visited 13 lessons and observed nine teachers. They also held meetings with the headteacher, deputy headteacher, senior staff and governors, and talked to groups of pupils and parents and carers. Inspectors observed the school's work and looked at a range of documents, including assessment and tracking information, the school development plan, monitoring reports and pupils' workbooks. The inspection questionnaires were analysed, including 77 from parents and carers, 27 from members of staff and 68 from pupils.

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

- whether teaching provides sufficient challenge for groups of pupils such as girls, Pakistani, African and Caribbean pupils
- the impact of the school's strategies for improving attendance on raising standards
- the effectiveness of current leadership and management on monitoring and evaluating teaching

## Information about the school

The school is situated within a residential area of Redditch. The majority of pupils are White British. A significant proportion of pupils are at the early stages of learning English and their home languages include Urdu, Punjabi, Polish, Slovakian, German and Hun. A high proportion of pupils have special educational needs and/or disabilities.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

The inspectors agree with the school's most recent evaluation of itself that it provides a satisfactory education for its pupils. The headteacher, deputy headteacher and staff have worked hard over the last three years to improve standards and develop the school's provision and its buildings. Staff have developed their roles satisfactorily but, due to the changes of personnel in recent years, it is taking time to improve the provision and buildings. The school is keen to create 'subject teams' to help leaders oversee the curriculum areas and further embed ambition and drive across all levels of management. Under the watchful eye of the governors, the school has made satisfactory improvement since the last inspection and, rightly, the school development plan identifies a clear focus for the future. The school's capacity to improve is satisfactory.

Standards are in line with the national expectations by Year 4 and have been rising steadily in English, mathematics and science over the last few years. Pupils make satisfactory progress, although poor presentation and inaccurate spelling impede the learning of some pupils. The behaviour of the majority of pupils is good and they show good attitudes to learning. However, attendance is well below average and this is a significant factor that limits learning; the irregular attendance and poor punctuality of a small minority of pupils holds them back from developing basic skills and impedes their readiness for the next stage of education. The provision for children in the Nursery and Reception classes is satisfactory but there is a lack of role-play and lively questioning, and the environment lacks a stimulating ethos for learning.

The quality of teaching is satisfactory, although it varies in some lessons and is inconsistent. The school's suitable curriculum has a positive impact on pupils' learning because work is appropriately matched to their needs, including the most able, those with special educational needs and those at an early stage of learning English. The headteacher has a good grasp on assessment and she analyses data carefully to evaluate progress across the school. Teachers make sound use of this assessment information to help them plan their lessons. The care, guidance and support of pupils are good and this is a real strength of the school. Pupils are cared for well and kept safe: adults make sure that they are supported sensitively and encouraged to become eager learners. Pupils have good, clear targets to help them understand what they need to do next to improve their work. Their colourful 'target bookmarks' are particularly useful to help them check how well they are learning and strive to reach the next level.

### What does the school need to do to improve further?

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- Improve the levels of attendance by:
  - working even more closely with parents and carers to reduce the number of holidays taken during term-time
  - encouraging parents and carers to ensure that pupils arrive on time every day.
- Extend the provision for children in the Nursery and Reception classes by:
  - creating a more stimulating environment and providing more role-play opportunities for them
  - making better use of open-ended questions to encourage children to use language and develop their speaking skills.
- Strengthen the effectiveness of management throughout the school in order to pinpoint areas for improvement with increased accuracy, such as:
  - ensuring greater consistency in the quality of teaching
  - improving presentation and spelling in some pupils' work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The inspection evidence confirms that most pupils are working at levels which are broadly in line with the national expectations in English, mathematics and science by Year 4. Attainment has been steadily rising over the last three years in these subjects, as shown in the Key Stage 1 teacher assessments for 2009 and the school's data for Years 3 and 4. Achievement is satisfactory. Pupils with special educational needs and disabilities and those who learn English as an additional language are supported closely to help them make sound progress in literacy and numeracy skills. However, although learning and progress are satisfactory overall, a scrutiny of pupils' work showed clearly that some pupils are hampered by poor presentation and inaccurate spelling. Pupils from minority ethnic groups make satisfactory progress; for instance, pupils from Pakistani, African and Caribbean backgrounds develop suitable literacy and numeracy skills and achieve satisfactorily. Girls are challenged to do equally as well as boys in lessons.

Pupils have a good understanding of the spiritual, moral, social and cultural aspects of life. They enjoy learning and behave well within the school's racially harmonious environment. Pupils say that they feel safe and they understand how to adopt healthy lifestyles. They enjoy contributing to the school community by taking on responsibilities as members of the school and eco councils, play leaders and by raising funds for charities such as 'Red Nose Day'. The large majority of pupils are punctual for lessons and know to whom they should go to if they have any concerns. However, there are far too many absences from school, many of which are due to families taking holidays during term-time inappropriately. This loss of time spent in school has an adverse effect on pupils' learning and holds them back.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers' expectations of pupils are satisfactory and suitable activities are planned to keep the pupils interested in lessons, although the pace in learning slows at times. Teaching assistants are deployed appropriately to work with individual pupils and small groups. The best teaching is characterised by good class control and discipline, good relationships between adults and pupils, and lively learning environments. Assessment information is used satisfactorily to inform planning, and there are some examples of good practice. For instance, pupils' books include precise grids at the front, which relate to levels of the National Curriculum, and all pupils have attractively made bookmarks, which contain very specific targets for every individual. These help pupils to know what they need to do to attain the next level, although teachers' marking is inconsistent in some classes.

The satisfactory curriculum provides pupils with suitable learning opportunities whatever their ability or need. Provision in literacy and numeracy is satisfactory and the school has rightly identified pupils' calculation skills as a key area for improvement. The good range of extra-curricular activities and educational visits enhances pupils' enjoyment and

<sup>1</sup> 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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experience of school.

Good procedures for the care, support and guidance of pupils ensures that they are safe. Pupils with special educational needs and disabilities receive good support to help them achieve success in lessons. The school monitors absences carefully and is promoting better attendance through rigorous systems, although absences are still much too high. Good arrangements are in place to support pupils' transition to middle school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and deputy headteacher provide good leadership for the school, which is helping to drive improvement. They are developing a clear vision for the future and establishing a greater sense of purpose across the school after several changes in staff in the last few years. For instance, subject leaders have been appointed for mathematics and science but there is no leader for English at present. This situation is being addressed appropriately through the development of 'subject teams' rather than individual curriculum leaders. The monitoring of teaching and learning has improved since the last inspection and is satisfactory as a result of clearer procedures.

The governing body is a good critical-friend to the school and fulfils its statutory duties well. The chair of governors and the 'strategic governor' are regular visitors and take a very keen interest in their responsibilities. The school development plan, rightly, identifies a clear focus on improving attendance and raising standards. The school's procedures for safeguarding are fully in place and good attention is paid to pupils' safety. The school values all pupils equally through a good commitment to inclusion within its culturally diverse community. Partnerships with parents and carers are strong because the school works closely with them to make sure they are given plenty of information and support for pupils' learning. Effective links with a wide range of external agencies include local nurseries, a special school and family learning groups. Community cohesion is promoted well to help benefit pupils' learning through good links with neighbourhood groups and staff involvement on working parties and at local authority conferences.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make satisfactory progress from their low starting points on entry, although they do not attain all of the expected goals by the end of the Reception year. They listen carefully and enjoy hearing stories such as 'The Hungry Caterpillar' but their speaking skills are less well-developed. Children also struggle with early writing and numeracy skills because they have so much ground to make up and many are at the early stages of learning English as an additional language. Nevertheless, they settle quickly in the Nursery and enjoy learning about the world around them through practical activities such as 'Forest School' adventures and they love to help build tents and sit around a campfire eating freshly cooked, warm popcorn. They know how to take care of themselves and stay safe, watching out for any stinging nettles or muddy puddles. Routines are well-established in the two Reception classes and children follow instructions willingly. They behave sensibly when playing with others indoors and outside during 'free-flow' activities. Children are beginning to understand the benefits of eating healthy food.

This stage of children's education is led and managed satisfactorily. Assessment data is used appropriately to ensure planning takes sufficient account of children's prior learning. Teaching is satisfactory. However, opportunities to extend children's language skills are missed; for example, there is too little use of role-play and open-ended questioning to encourage speaking skills. The Nursery classroom is not organised suitably; for example, the cookery and snack areas are next to the toilets, which is inappropriate, and the environment is not sufficiently creative or stimulating to enhance learning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## **Views of parents and carers**

The overwhelming majority of parents and carers are positive about the work of the school. They particularly like its friendly, welcoming and inclusive environment. A few would like staff to take more prompt action with incidents of unacceptable behaviour. The inspectors found that there are strong links with parents and carers and that behaviour is dealt with appropriately.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Redditch, Holyoakes Field First 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	77	16	21	1	1	1	1
The school keeps my child safe	60	78	15	19	1	1	1	1
The school informs me about my child's progress	54	70	20	26	1	1	2	3
My child is making enough progress at this school	50	65	24	31	1	1	2	3
The teaching is good at this school	51	66	24	31	0	0	2	3
The school helps me to support my child's learning	50	65	23	30	2	3	2	3
The school helps my child to have a healthy lifestyle	52	68	23	30	0	0	2	3
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)	49	64	24	31	0	0	2	3
The school meets my child's particular needs	48	62	27	35	0	0	2	3
The school deals effectively with unacceptable behaviour	34	44	37	48	4	5	2	3
The school takes account of my suggestions and concerns	47	61	24	31	1	1	2	3
The school is led and managed effectively	51	66	21	27	2	3	2	3
Overall, I am happy with my child's experience at this school	60	78	15	19	0	0	2	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 May 2010

Dear Pupils

Inspection of Redditch, Holyoakes Field First School, Redditch, B97 6HH

Thank you for making us feel welcome when we visited your school. We enjoyed talking to you and visiting your classrooms. Here are some of the things we found out:

( you behave well and you know how important it is to stay safe and eat

■ healthy food

( lots of you help others by acting as play leaders, buddies and members of the school and eco councils

( adults take good care of you and help you if you are worried about anything

( the headteacher has some good ideas about how to improve things and the deputy headteacher works hard to help her.

We want the school to get even better and have asked the staff to:

( improve the levels of attendance

( extend the provision for children in the Nursery and Reception classes

( strengthen management so as to ensure greater consistency in teaching.

You can help by making sure that you all come to school on time every day. Try to learn your spellings and make your handwriting neat and tidy.

Yours sincerely

Anna Coyle

Dr Anna Coyle

Lead inspector (on behalf of the inspection team)

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