

Hollywell Primary School

Inspection report

Unique Reference Number	122714
Local Authority	Nottinghamshire
Inspection number	340197
Inspection dates	9–10 December 2009
Reporting inspector	Mike Thompson

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	144
Appropriate authority	The governing body
Chair	Mr Brian Brewster
Headteacher	Mrs Denise Pilkington
Date of previous school inspection	5 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons or parts of lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documents including the school improvement plan and data showing the progress made by pupils. Questionnaires, returned by 30 parents, 76 pupils, and 8 members of staff, were analysed.

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

- the progress made by pupils with special educational needs and/or disabilities, particularly in Key Stage 2
- the extent to which teaching provides consistently achievable challenges to pupils of all levels of attainment
- the rigour with which the governing body has addressed issues for improvement from the last inspection and has ensured that it meets its legal obligations.

Information about the school

Hollywell is a smaller than average urban primary school. Almost all of its pupils are of White British heritage, and about 20% have special educational needs and/or disabilities. This proportion is in line with the national average. The majority of these pupils have behavioural, emotional and social difficulties and/or general learning difficulties. In all, there are six classes. Pupils in Years 3, 4 and 5 are taught in two, mixed-age classes, one for Years 3 and 4 and one for Years 4 and 5. Provision for the Early Years Foundation Stage comprises a Reception class. The school has experienced significant changes in staffing in recent terms which have affected almost all classes. The school has achieved the gold standard as a Healthy School.

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

Hollywell Primary provides a satisfactory education for its pupils. The school is a happy, harmonious community in which all pupils are valued. As a result, most pupils say they are well cared for, knowing adults will always help them. Pupils are invariably polite and enjoy learning. One pupil commented, 'My teacher helps me when I'm stuck and makes learning fun!' They also speak enthusiastically about the wide range of school trips which inject extra interest and enjoyment into their learning. Pupils know how to keep safe, and show a good understanding of the importance of pursuing a healthy lifestyle. This is celebrated by the gold standard that Hollywell has gained in recognition of its work as a Healthy School. There are many opportunities for pupils to participate in a range of sporting activities, and the school's strong performance in a number of competitive sports is a noteworthy feature. A few parents commented favourably on their children's experiences. 'The school has always provided a solid and enjoyable foundation for my children's onward journey' typifies these responses.

Pupils' achievement is satisfactory. However, there are considerable year-on-year fluctuations in pupils' attainment. This occurs because of the disproportionate effect that the performance of individuals can have on attainment overall where year groups are small. For example, in 2008-9, over 40% of the pupils in Year 2 had learning difficulties and attainment for the year group was well below average. During the same period, there were very few Year 6 pupils with learning difficulties and attainment in that year group was well above average. Within this picture there are two consistent features. One is that a higher proportion of children than normally found have underdeveloped skills in speaking and listening when they join the Reception class. The other is that pupils generally do better in English than in other subjects. This is because of the particularly strong focus placed over the past few years on improving pupils' writing. In Year 6, pupils are currently on course to attain above average standards in English and broadly average standards in mathematics and science. Children make good progress in the Reception class, where they become confident and eager learners. However, not enough is done to capitalise on the good start made in Reception and thereafter, pupils make generally satisfactory progress until they reach Year 6, where progress accelerates and is securely good. To some extent this situation reflects the impact of changes in staffing.

Teaching is at least satisfactory, with good teaching most often found in Reception and Year 6. At its best, teaching provides achievable challenges for all pupils and results in their high levels of enjoyment and sustained concentration. These lessons are also characterised by the crisp pace of learning. However, teachers do not always make effective use of information gathered from on-going assessments of their pupils. The

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consequence is that, at times, work is too difficult for lower attaining pupils and expectations are not high enough for the most able. Teachers ensure that pupils' work is regularly marked, but too often marking is not useful in helping pupils to improve their work. In particular, little reference is made to the targets set for pupils to achieve.

The school is currently revising its curriculum and is linking subjects together through topics to be studied. This method of working has much to commend it, since it helps add interest and relevance to pupils' learning and enables pupils to practise the skills learned in literacy and numeracy lessons. To date, however, not enough has been done to map out clearly the skills that are to be expected of pupils in different age-groups in subjects other than English, mathematics and science. A notable feature of the curriculum is the outstanding provision for French. The excellent work of a specialist teacher over a number of years is evident in the high levels of attainment of pupils in this subject.

The headteacher has viewed the challenge presented by changes in staffing as an opportunity to reorganise the responsibilities of senior managers. Although a system for monitoring the quality of teaching and learning is in place, it is currently neither regular nor rigorous enough and is not shared sufficiently widely among senior staff. Through its self-evaluation, the school demonstrates a reasonably accurate understanding of its strengths and areas for future development. Its improvement plan provides satisfactory direction. Its track record, demonstrated by the broadly average standards and satisfactory progress made by its pupils over the past three years, indicates a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make at least good progress in their learning by
 - ensuring that teachers make more effective use of their assessments of pupils and routinely provide achievable challenges for pupils of all abilities
 - ensuring through better quality marking that pupils know clearly what they need to do to reach the targets set for them.
 - Map out clearly the skills to be learned by pupils of different ages in subjects other than English, mathematics and science when reviewing the new curriculum.
 - Ensure that the monitoring of teaching and learning is both regular and rigorous, is shared by all senior staff, and has a demonstrable impact on the quality of teaching.
- 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.

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It was clear from the lessons observed during the inspection that all groups of pupils learn satisfactorily. An analysis of data suggested that pupils with special educational needs and/or disabilities did not do quite as well as their peers nationally in the 2009 national tests at the end of Year 6. However, in the lessons and group tuition sessions seen, these pupils were generally progressing at the same rate as their classmates. The very low concentration spans displayed by some of these pupils are a barrier to learning which the school does its best to counter with individual support. Skilled teaching assistants play a key role and ensure the good inclusion of these pupils in lessons. For example, one of these pupils, in Year 2, played a full part in a general discussion about the characteristics of Santa Claus in preparation for writing a poem. The contribution, 'His beard is as white as snow', drew deserved praise from the teacher, which in turn prompted the pupil's active participation in further work with a group of classmates.

Since only 54% of the pupils who completed the inspection questionnaire felt behaviour to be good, inspectors looked very closely at pupils' conduct. Discussions with pupils revealed that their concerns generally relate to a small minority, almost all of whom have clearly identified behavioural, emotional and social difficulties. The behaviour of these, and all pupils, is monitored very carefully and all incidents are rigorously logged. Inspectors judged behaviour to be good in a large majority of lessons.

The development of initiatives designed to further improve pupils' behaviour at play, while at the same time improving their contribution to the school community, is on-going. For example, pupils in Years 5 and 6 have very recently been trained to act as 'buddies' whose purpose is to befriend those who feel left out of games at playtime. Pupils' experiences at Hollywell leave them satisfactorily prepared for the next phase of their education and a future as life-long learners. By Year 6, most pupils have good social skills and work sensibly, either independently or with others. Pupils' spiritual awareness is satisfactorily developed. A good element is their appreciation of art. However, opportunities for pupils to develop skills in evaluating and reflecting on their own progress and that of others do not feature strongly in lessons. A good feature of otherwise satisfactory cultural development is the pupils' awareness of their own cultural traditions through studies in history and English about, for example, the plague at Eyam, in neighbouring Derbyshire, and the work of William Shakespeare.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3

How effective is the provision?

Inspectors found many good features of teaching in all classes. For example, teachers generally have good skills in managing their pupils, and relationships with pupils are invariably good. Teachers are skilled in providing clear explanations about new concepts because their knowledge of the subjects they teach is secure. Teachers' use of questioning, particularly in literacy lessons, is a further good feature. Writing is generally well taught. However, in some lessons the pace of learning is too slow; in others, such as science, worksheets are used too much. Where lessons lack challenge, because tasks are not pitched at the right levels to meet pupils' different needs, pupils become restless and lose focus. Where teaching is at its very best, teachers set out very clear success criteria when explaining the tasks to pupils. This enables pupils to judge their own progress because they know precisely what they have to do in order to succeed.

Teachers are good at planning first-hand experiences to help enliven pupils' learning. For example, pupils' enjoyment of a Shakespeare play resulted in some high quality examples of pupils' writing in a similar style. The curriculum for pupils with special educational needs and/or disabilities is satisfactory. It has recently been improved by the introduction of more easily understood individual education plans for the pupils concerned. The targets set for pupils are also much more specific than in previous years. However, the impact of these improvements, in terms of better progress over time, has yet to be seen.

Pastoral care is generally effective in meeting the needs of pupils. There are well established arrangements to ensure a smooth transition as pupils move between key stages and on to the next phase of their education.

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These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders at all levels are satisfactorily driving improvement, and the impact of their actions is seen in the pupils' satisfactory learning and progress. The school has made good progress in tackling issues from its last inspection relating to the safeguarding of pupils, staff training for child protection and the development, use and monitoring of policies. Safeguarding procedures are now good and legal requirements are met.

Staff work well as a team, but not enough attention is given to the performance management of support staff. The system for tracking the progress made by pupils provides sufficient information to enable the senior managers to have a satisfactory overview of the school's performance. However, because the system is paper-based, the managers are unable to manipulate the data easily in order to present information in the variety of different forms now required. The headteacher and her deputy headteacher are keenly aware of this weakness, and work is underway to replace the current system with an electronic one. Governors satisfactorily hold the school to account for its actions. They are well informed through the headteacher's detailed reports and have a reasonable understanding of the school's priorities for improvement.

The school's promotion of community cohesion is satisfactory. While the school knows its own community very well and is acutely aware of the changing demography of the area, it is in the early stages of developing links within the wider community. The school's policy for the promotion of community cohesion is newly in place and there is yet to be any systematic monitoring and evaluation of actions taken. The school satisfactorily promotes equality of opportunity and tackles discrimination. The relevant policies are all in place and the outcomes are monitored.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3

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The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

The Early Years Foundation Stage provision is well led and managed. The school's good links with a wide range of pre-school providers help ease the induction of children into school, and there are well-rehearsed routines for expanding provision during the course of the school year as new intakes of children arrive each January.

Children achieve well and make good progress because the class teacher has a clear understanding of the way in which very young children learn, and meets their needs well. The activities set out each day ensure that all areas of learning are covered in ways that hold the children's attention and stimulate their imagination. The teacher skilfully directs her 'focus activities', which enable her to make detailed assessments of the children's development and plan the next steps in each individual's learning. Very good attention is paid to the welfare of the children.

The fact that the area for outdoor learning also provides access for parents to some extent limits its potential for development. Nonetheless, greater use could be made of the grassed area and the sloping site could be better exploited.

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 rate of response was lower than is normal for a school of this size. Only five parents expressed negative views and, of these, the large majority came from just two parents. The one area of common concern, shared by almost all parents with negative views is the way in which the school deals with unacceptable behaviour. Inspection findings do not support this view, nor is it supported by the pupils interviewed who said that adults

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deal quickly with any instances that occur.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollywell 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	67	10	33	0	0	0	0
The school keeps my child safe	16	53	12	40	2	7	0	0
The school informs me about my child's progress	12	40	17	57	1	3	0	0
My child is making enough progress at this school	14	47	15	50	1	3	0	0
The teaching is good at this school	13	43	16	53	1	3	0	0
The school helps me to support my child's learning	12	41	16	55	0	0	1	3
The school helps my child to have a healthy lifestyle	11	37	17	57	2	7	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)	12	41	15	52	0	0	1	3
The school meets my child's particular needs	9	30	20	67	1	3	0	0
The school deals effectively with unacceptable behaviour	12	40	13	43	2	7	3	10
The school takes account of my suggestions and concerns	10	33	17	57	0	0	3	10
The school is led and managed effectively	14	47	12	40	0	0	4	13
Overall, I am happy with my child's experience at this school	15	48	15	48	0	0	1	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 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.



11 December 2009

Dear Pupils

Inspection of Hollywell Primary School, Kimberley, NG16 2JL

On behalf of the inspectors I would like to thank all of you for being so welcoming and helpful to us when we visited your school. We think that your school provides you with a satisfactory education. This means that there are a lot of things that the school is doing right and some things that need to be improved. We know that all the adults who help to run Hollywell want it to be a good school. For this to happen, you need to make better progress in your work.

Here are some of the things we liked best about your school.

The children in Robins class get a good start to their education.

Your school is successful in helping you become good at writing. By the end of Year 6, standards in English are better than in many schools.

You are making excellent progress in learning French. In the lessons I visited I was really impressed by how much you know.

You know a lot about how to keep healthy.

Your school is good at making sure that you are safe and well looked after.

To help you to make better progress in your work, we have asked your school to do three things.

We want your teachers to make sure that you have work that really makes you think hard in every lesson. I am sure that you are ready for the challenge! We would also like your teachers to make sure that, when they mark your work, they tell you exactly what you need to do to reach the targets they set for you.

We want your teachers to have a clear idea of the skills they would like you to develop when you study different subjects together in topics.

We want all of your senior teachers to make regular checks on how well you are taught and how well you learn.

Remember that you also need to do your bit by always listening carefully to what you teachers tell you to do.

Yours sincerely

M Thompson
Lead inspector

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