

Holway Park Community Primary School

Inspection report

Unique Reference Number	123739
Local Authority	Somerset
Inspection number	340413
Inspection dates	23–24 March 2010
Reporting inspector	Colin Lee

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	240
Appropriate authority	The governing body
Chair	Kelly Saunders
Headteacher	Paul Harper
Date of previous school inspection	24 March 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons and observed 11 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning and procedures for keeping pupils safe. Sixty seven parental questionnaires were returned and scrutinised by the inspection team, who also spoke with a number of parents and carers.

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

- the impact of recent developments in teaching and the curriculum on pupils' attainment and progress in English and mathematics
- teachers' use of information from assessment in the planning of pupils' learning and in setting targets
- strategies being used to monitor and evaluate provision and outcomes across the whole curriculum.

Information about the school

The school is slightly smaller than average. Most pupils are from White British backgrounds. There is a small, gradually rising proportion of pupils who speak English as an additional language, with Polish being the main first language. Half of the pupils in the school have special educational needs and/or disabilities and the range is wide, including physical disability, social, emotional and behavioural difficulties and moderate learning difficulties. The school makes provision for children in the Early Years Foundation Stage in two Reception classes. There is provision on site for children of pre-school age but this provision is not managed by the governing body. A small group of children from Reception and Years 1 and 2 are taught in a Nurture group which helps to promote their personal and social development. There is high mobility of pupils, with many joining or leaving during a school year.

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

This is a good school. Pupils and staff are very proud of it and parents and carers are pleased with the good quality of education it provides. The headteacher's inspirational leadership provides a drive and ambition for improvement that is shared by all. One of its most significant strengths is the outstanding care, guidance and support given to each pupil. This, together with good teaching, helps all pupils to achieve well.

Pupils make good progress from very low starting points. Some aspects of their personal development are outstanding by the time they leave the school. Academic attainment reflects the good progress. Although standards in the past have not reached national averages by the time pupils leave the school, the measures put in place to raise attainment are now showing dividends. This is not only evident in pupils' improving literacy and numeracy skills but in subjects like music, art and physical education, which are real strengths of the school.

Senior leaders have used accurate evaluation of the school's strengths and weaknesses to focus on key areas for improvement. Successes include better teaching and learning and good use of the information from tracking pupils' progress. Recent development of the curriculum has created a wealth of stimulating learning experiences that foster a love of learning in the pupils. The breadth and maintenance of improvements in the school shows that it has a good capacity for more improvement in the future.

The school's promotion of equal opportunity and tackling discrimination is outstanding and leads to very harmonious relationships and increasingly good achievement by all groups of pupils. Impressive aspects of their personal development include their good behaviour and the way that they care for one another. Pupils say that they feel extremely safe at school. They know that they are valued and contribute much to the school community. They love physical activity and have an outstanding understanding of its importance, together with healthy eating, as the basis for a healthy lifestyle.

In many lessons teachers plan learning activities that are well matched to pupils' different needs and abilities. The introductions to some lessons are too long and do not involve pupils enough, with opportunities being lost to promote speaking and listening skills. Teachers also vary in the way they check how well pupils are doing at tasks within lessons. This means that occasionally it is too long before a teacher knows when a pupil needs help. There are also times when work is completed very quickly and opportunities are missed to further challenge pupils.

Outstanding features in leadership and management include the home-school partnership, which fully involves parents and carers in their children's education as well as providing support whenever a family needs it. Equally effective partnerships with

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other schools and outside agencies contribute much to the school's provision for pupils with special needs and/or disabilities. Governance is good and important responsibilities such as ensuring rigorous safeguarding procedures and promoting community cohesion are well established. While senior leaders have good impact on pupils' attainment and progress in English and mathematics, subject leaders' roles have changed now that the curriculum is organised differently. Thought now has to be given to how this is to be monitored in order to establish if attainment is rising in all areas of pupils' learning.

What does the school need to do to improve further?

- Raise the quality of teaching and learning in all years to outstanding by:
 - ensuring that teachers consistently check pupils' progress during lessons to identify wherever help is needed or new challenges should be provided
 - using every opportunity to develop pupils' speaking and listening skills.
- Revise procedures for monitoring and evaluating the curriculum's impact on pupils' attainment and progress in the different areas of learning.

Outcomes for individuals and groups of pupils**2**

In every lesson observed during the inspection, pupils showed enthusiasm for learning, good behaviour and excellent cooperation when required to work in pairs or small groups. Pairs of pupils in a Year 4/5 dance lesson thrived on the responsibility of creating their dance sequences. They showed a keenness to improve, as was evident when one boy said to his partner, 'I think we need to try that again.' Later, when watching each others' work, pupils were not only quick to praise but constructively suggested what would make their classmates' dances even better. Such positive attitudes are the norm. A Year 6 pupil explained how a letter writing task was going to help her achieve her next writing target. A Year 1 pupil was thrilled when he recognised that adding a series of even numbers always gave an answer that was an even number, and could not wait to tell his teacher.

Pupils' enjoyment of learning is a key factor in their rising attainment. As they move up through the school, increasing proportions of pupils are achieving the expected attainment levels for their age. This improvement is very noticeable in reading and writing, which have been school priorities for the last two years. Mathematics is the current priority and improvement is already occurring quickly. Rates of progress are already increasing. In the current Year 6, many of the pupils have made as much progress in Years 3 to 5 as is normally expected by the end of Year 6. This means that Year 6 pupils are on track to meet what were originally challenging end-of-year targets that had been set for them, and many may exceed them.

All groups of pupils achieve well in relation to their prior attainment. These include the pupils with special educational needs and/or disabilities, whose good and in some cases outstanding progress owes much to the high quality of support from teaching assistants. Training given to teaching assistants who work with those pupils for whom English is an

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additional language has made them equally effective, and these pupils make good progress.

Pupils are eager to contribute to school life. Those with specific responsibilities, such as school councillors or play leaders, carry out their duties very conscientiously. Pupils have a good understanding of other cultures and faith groups. The range of good outcomes in personal development, improving basic skills and experiences of enterprise activities means that pupils are well prepared for the next stage in their education.

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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?

The quality of teaching is carefully monitored by senior leaders. This has identified how teaching can be made more effective. Pupils' progress is aided by teachers' use of assessment each term to see if any pupils are falling behind. They make good provision to make sure such pupils catch up. Teaching assistants are well briefed by teachers, are fully involved in each stage of a lesson and work very effectively with the individuals or groups to whom they are assigned. Pupils are sometimes too passive during lesson introductions. Where they have frequent opportunities to discuss briefly with a

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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neighbour, for example about words they might use to describe something, or how to solve a problem, this impacts well on their language development. In lessons where teachers constantly move round to check how well pupils are doing at their activities, any slow progress is quickly spotted, as are those pupils finding work easy. Extra help, or new challenges, are instantly provided. This gives lessons a brisk pace and pupils progress well. Where teachers remain with a group for too long, or wait for the end of a lesson for pupils to report back on what they have been doing, pupils generally get less work completed and progress tends to be slower.

The curriculum for Years 1 to 6 is planned across six areas of learning, as in the Early Years Foundation Stage. Curriculum topics are imaginatively planned, with strong emphasis on practical activity and first-hand experiences. The curriculum as a whole is used well for development of basic literacy, numeracy and information and communication technology (ICT) skills. Much thought is also given to how learning activities can be organised to have a positive effect on social skills. The outstanding quality of pastoral care, guidance and support impacts very well on pupils' personal development, particularly social skills.

The needs of the many vulnerable pupils are fully met and there is extra help and support for these and all other pupils whenever they need it. The school works very closely with families, providing a drop-in centre for any parents or carers seeking help or advice. The Parent and Family Support Adviser is an invaluable source of guidance in such circumstances and the advice given has helped many parents and carers and alleviated concerns.

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	1

How effective are leadership and management?

Senior leaders work closely together putting into action the measures necessary for school improvement. With good support from local authority personnel, literacy and numeracy leaders have provided staff with professional development that has led to significant improvement in pupils' attainment and progress. Regular monitoring through lesson observation and scrutiny of planning and pupils' work is ensuring that improvement is being sustained. The school recognises that it has not adapted its strategies for checking how well pupils are progressing in other areas of learning into which the new curriculum has been reorganised.

Together with the excellent way in which equality is promoted and discrimination

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tackled, school leaders also show strong commitment to promoting community cohesion. There are excellent links with parents and carers, who appreciate the guidance on how they can help their children's learning, the approachability of staff and the constant flow of information about their children's progress. The school makes the most of church and other local community links. The latter is exemplified by the thriving community garden based at the school. The school recognises that there is still work to do, so that pupils' understanding of other communities in the United Kingdom and beyond can be developed further.

Governors have effective strategies to make them fully informed about the life of the school and they contribute knowledgeably to planning for school improvement. They ensure that safeguarding arrangements are thorough and that staff are well trained and vigilant in their attention to health and safety, risk assessment and child protection issues.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with very low attainment levels. Good provision and good leadership and management of the Early Years Foundation Stage help children to progress from the moment they start school. Progress is good in all areas of learning but, because their starting point is so low, many end the year still below the level expected for their age. Nevertheless, they are catching up with where they should be and the curriculum in Year 1 is carefully planned to keep this progress going.

Good teaching and a rich curriculum result in children loving every minute of being at

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school. Some inconsistencies in teaching make the overall effectiveness good rather than outstanding, most especially in the extent to which staff use all the activities to encourage language development. Opportunities are sometimes lost, for example, to encourage children to use new words about an activity that they have been introduced to. Staff work very closely together, showing exemplary levels of concern for children's welfare. They carry out ongoing assessment of children's learning by recording observations of their successes and areas for development. This information is used well to plan activities tailored to the needs of individual children. Children quickly develop the confidence to work independently. They are inquisitive and love learning new things. They talk excitedly about their discoveries. This all stems from learning opportunities both indoors and outdoors being well planned, with a good balance of activities led by adults and activities that children initiate for themselves.

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

All parents and carers who returned questionnaires or who spoke to the inspection team are very happy with the school and are extremely supportive. They say their children enjoy school and make enough progress. Inspectors were very impressed by pupils' enjoyment of all that they do at school and saw that all pupils make good progress and that attainment is rising. Many of the questionnaires had additional, positive comments. A very small number of negative comments were made about school meals not being healthy enough, but inspectors found that the quality of the meals provided during the inspection did not uphold this concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holway Park Community 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	75	16	24	0	0	1	1
The school keeps my child safe	43	64	24	36	0	0	0	0
The school informs me about my child's progress	47	70	20	30	0	0	0	0
My child is making enough progress at this school	36	54	31	46	0	0	0	0
The teaching is good at this school	42	63	23	34	0	0	0	0
The school helps me to support my child's learning	43	64	24	36	0	0	0	0
The school helps my child to have a healthy lifestyle	36	54	31	46	0	0	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	42	33	49	0	0	0	0
The school meets my child's particular needs	40	60	26	39	0	0	0	0
The school deals effectively with unacceptable behaviour	39	58	26	39	0	0	0	0
The school takes account of my suggestions and concerns	34	51	31	46	0	0	0	0
The school is led and managed effectively	53	79	14	21	0	0	0	0
Overall, I am happy with my child's experience at this school	60	90	8	12	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 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.



25 March 2010

Dear Pupils

Inspection of Holway Park Community Primary School, Taunton TA1 2JA

Thank you for making us welcome in your school and for talking with us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. We think your school gives you a good education and some things are outstanding. This is what we particularly appreciated.

- You make good progress and your work in English and mathematics is showing good improvement.
- You are taught well and teachers plan a good curriculum that gives you many exciting learning opportunities.
- Your behaviour is good and we saw how well you all look out for one another. This makes your school a very happy place that everyone enjoys going to.
- You have an excellent understanding of the importance of healthy eating and exercise.
- You are good at carrying out responsibilities such as being a school councillor or play leader, and this makes a good contribution to the life of the school.
- You say you feel very safe in school ' this is because all the adults do an outstanding job in looking after you and making sure that you are safe and get help whenever you need it.
- The headteacher leads the school superbly and all the adults work well together to help the school to improve.

We have asked the school to do three things to help make it even better.

- You need more opportunities to talk to talking partners during the first part of lessons.
- Adults need to check how well you are doing in lessons in order to help you if you find something difficult or give you harder work if you are finding it easy.
- There needs to be thorough checking of how well your topic work helps you to improve and make good progress.

We hope you will carry on enjoying learning and helping your teachers to make Holway Park Community Primary School to be an even better school.

Yours sincerely

Colin Lee

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