

Hollybush Primary

Inspection report

Unique Reference Number	134513
Local Authority	Leeds
Inspection number	341478
Inspection dates	21–22 January 2010
Reporting inspector	Ann Taylor

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	296
Appropriate authority	The governing body
Chair	Mr David Foxton
Headteacher	Mr Danny Kenny
Date of previous school inspection	8 April 2007
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Introduction

This inspection was carried out by three additional inspectors. They spent 50% of the time looking at learning, observed 14 lessons and some parts of lessons and saw 15 teachers. They held meetings with groups of pupils, governors, staff and local authority representatives. Inspectors observed the school's work, including work in pupils' books and looked at improvement plans, policies, external reviews, safeguarding information, results of the school's monitoring and its analysis of data. They looked at 38 questionnaires from parents and carers.

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

- the progress in all year groups, especially in English and mathematics, and the reliability of the school's data about pupils' progress
- whether leaders and managers have an accurate view of the school and if enough is being done to raise attainment and attendance
- the extent to which the school is using the analysis of data to boost the performance of specific groups of pupils
- whether the quality of teaching and pupils' progress and learning is improving at a fast enough rate and whether there is the capacity amongst staff to carry on improving the school
- how well governors are holding the school to account for its performance.

Information about the school

The school is slightly larger than average and is situated in inner-city Leeds. The proportion of pupils eligible for a free school meal is well above average. Most pupils are White British, with a below average proportion from a minority ethnic heritage. A very small number of these are at an early stage of learning English as an additional language. The proportion of pupils entering or leaving the school at times other than those usually found is much higher than average. The proportion of pupils with special educational needs and/or disabilities is above average. The Early Years Foundation Stage provision consists of two Reception classes. A new headteacher took up post in January 2009.

The school has the Inclusion Chartermark, Activemark and Investors in People status. The Children's Centre and Nursery in the same building were inspected at the same time, with a separate inspection report which is available on the Ofsted website. A specialist inclusive learning centre (SILC) is also based in the school. Pupils and staff from here join in with many school lessons and activities.

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

This is a satisfactory and rapidly improving school. The new experienced headteacher has acted wisely and decisively to address some previous weaknesses. He is ably supported by the deputy headteacher, whose clear leadership strengths complement his well. Leaders and managers are working successfully with the local authority and other partners to bring about improvements in pupils' academic standards, in the quality of teaching and learning and in the effectiveness and richness of the curriculum. As a consequence, and in contrast with the recent past, pupils are now making at least satisfactory and often good progress in their learning.

Attainment in English, mathematics and science, although still below average, is rising rapidly. Evidence from pupils' work and the school's own reliable assessment data confirms that this is a secure trend. Pupils behave well and are keen learners who really enjoy school. They adopt healthy, active lifestyles while at school and feel very safe and cared for. This is because the school is extremely committed to pupils' support and guidance and staff are kind and caring. Attendance is gradually improving. The headteacher personally oversees attendance in Year 6 and this is why attendance has risen for this year group.

The quality of teaching is satisfactory overall. It ranges from inadequate to outstanding, but with an increasing amount of teaching that is good and a rapidly diminishing amount that is inadequate. The overall improvement in the quality of teaching and learning over the past year has been a key factor in pupils' better progress and their rising standards. Where relative weaknesses remain, it is where there is not enough detailed planning and tailoring of lessons to meet pupils' very wide spread of need. This is true for pupils with special educational needs and/or disabilities and those of lower ability. Similarly, there is often not enough challenge for higher ability pupils. 'Steps to success' (a list of the steps needed to be taken to ensure pupils are successful in their learning at the school) are sometimes too broad to be helpful. The school is acutely aware of its strengths and areas for development; so much so that the weaknesses highlighted in this report already feature in the school's improvement plan. Current improvements, particularly the rapidly improving rate of pupils' achievement, illustrate well the successful ambition and drive of the headteacher and senior leaders. They also confirm the school has a satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise pupils' attainment and their achievement in English, mathematics and science by the end of Year 6.

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- Ensure that the quality of teaching and that of pupils' learning is consistently good, by:
 - improving the degree of challenge for pupils with special educational needs and/or disabilities and lower ability pupils to better cater for the very wide levels of need, providing small logical steps based upon practical and interesting activities
 - refining the 'steps to success' so that they are tailored more sharply to pupils' levels of ability
 - providing a higher level of challenge for more-able pupils.
- About 40% of 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**

In lessons, pupils are attentive and ready to learn. They are highly motivated by the impressive array of rewards encouraging their hard work. They proudly showed inspectors the photographs of them ice skating, part of a reward for doing their homework. Pupils' spiritual, moral, social and cultural development is encouraging. Pupils agree they feel safe and know they can go to the learning mentors with any worries. They say occasional issues about bullying are 'sorted out quickly'.

Pupils make overall satisfactory progress in Key Stage 1, where standards are below average but improving. Since the start of this year, progress has accelerated and is often good, reflecting the better teaching. Standards in Key Stage 2 have traditionally been low but pupils are making at least satisfactory progress and standards are rising. Predominately, pupils with special educational needs and/or disabilities make satisfactory progress. For some of these pupils, their individual rate of progress is better than this, with some examples of good and outstanding progress seen. The school's data confirms that those pupils who join the school during the year rather than at the beginning of the year make the same progress as other pupils once they have settled in. Pupils learning English as an additional language also make satisfactory progress.

Pupils are adequately prepared for life after school. Older pupils gain some idea of business and finance as a result of the Year 6 enterprise scheme. For example, they sell the items they have made during the year at the summer fair. Pupils' aspirations are improving and many older ones have some idea of possible careers when they leave school. Attendance is improving, although the data reflects a below average level and masks the actual situation. In fact when the high numbers of pupils kept on roll, but who have actually left the school is taken into account, attendance is broadly average.

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	4
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	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	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?

Teachers have good relationships with pupils and behaviour is managed skillfully and positively. Classroom displays often contain a good amount of advice and detail to help pupils. Sometimes there is too little of pupil's own work, especially their writing, in order to raise its profile, celebrate success and model good practice. There are evident strengths in the teamwork between teachers and teaching assistants. Teaching assistants provide good focused individual and group support for pupils. They employ a wide range of intervention strategies and use their well developed skills to make a positive contribution to rising standards.

Resources are often used well and really engage pupils' interest, for example, the sorting of cuddly toys into sets in a Key Stage 1 lesson. Teachers' marking and feedback is often good with some exemplary examples, enabling pupils to be very clear about how they can improve their work. However, 'steps for success' are sometimes too general and are less helpful. In less successful lessons, the pace is too slow and sometimes too long is spent sitting on the carpet listening to the teacher. In those lessons in which pupils make no better than satisfactory progress, the tasks set do not sufficiently meet the needs of pupils who find it more difficult to learn or those who are more-able.

The curriculum has been carefully adapted to better meet the needs of the pupils by focusing clearly on developing their basic skills. Although these changes are recent there are early signs that they are beginning to have a significant impact on improving pupils' attainment and the quality of their learning. Cross-curricular links are made. For example, after the visit to the Eden Camp and learning about the second world war,

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pupils practised their writing, concentrating on paragraphs and time connectives. Cross-curricular links are more evident in some year groups than others and the use of information and communication technology is still a developing area. A strength of the curriculum is the stunning art and craft work around the school. High quality design and technology work, taught in three-day blocks, is another strong element. For example, pupils designed and made 'Joseph's Multi-Coloured Dream Coat'. All pupils benefit greatly from the chance of two residential trips. These make a significant contribution to their personal development and maturity. For example, pupils raise funds for these visits by packing bags at a local supermarket. Good use is made of visiting specialists to add richness to the curriculum, notably a former opera singer.

Pupils' well-being is a high priority. The school is highly inclusive and has a strong two-way partnership with the SILC. The high numbers of pupils who need extra time, counselling and consideration are given this through an array of good support systems, including learning mentors. There are always new pupils arriving and the systems for ensuring they quickly settle are good. For example, they have the chance to visit their new school more than once. There is also good use of specialised input from an array of external agencies. The school is extremely diligent in its promotion of regular attendance and there are many good initiatives in place to ensure it improves. All checks, systems and procedures to keep pupils safe are firmly in place and clearly understood.

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	2

How effective are leadership and management?

The headteacher's vision for improving the school is being clearly communicated and strongly driven. Significant improvements have been made over the year through major changes in working practices. This has seen staff absence fall, roles and responsibilities become more clearly defined and teachers made more accountable for pupils' performance. There is a spirit of optimism and everyone's expectations for what pupils can achieve, are growing. The quality of teaching is swiftly improving through a rigorous programme of training, support and monitoring. Subject and senior leaders are involved in effective partnership with local authority personnel in a regular and wide ranging programme to check the quality of provision and pupils' performance.

The school functions as a harmonious community where any kind of racial discrimination, although rare, is immediately challenged and dealt with. Everyone is

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treated fairly and equally and the school is highly inclusive. The school uses the analysis of data well to redress any underachievement, for example, standards in boys' writing in Year 6 have dramatically improved. The school has a good understanding of the needs of the area and is promoting community cohesion satisfactorily through a recent action plan. Links with parents and carers are continually being improved and there are a range of projects in place to help parents and carers to understand about their child's learning and how they can help. A wide range of agencies support pupils' well-being effectively and the school makes good use of outside agencies to drive improvement. For example, a link with a nearby school, recognised for its outstanding practice, has already helped to improve the curriculum. The school now provides satisfactory value for money and major budgetary weaknesses have been resolved through careful and judicious housekeeping.

Well led by the experienced and supportive chair, governors share in the headteacher's vision for an improved school. They are now holding the school much more to account for its performance than in the past. All safeguarding procedures meet requirements and systems have recently been overhauled and tightened.

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	2
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	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	3
The effectiveness of safeguarding procedures	3
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

Children join the Reception classes with skills that are low for their age. Many have poor social skills. They make satisfactory progress in the Early Years Foundation Stage. When they enter Year 1, their skills are below nationally expected levels overall. Children settle quickly because they feel safe. Staff are caring and there are good arrangements to ensure that the children's move from the attached Nursery into Reception goes well.

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Sound teaching enables children to make satisfactory progress. Both Reception classes are very stimulating places where the quality of displays are high. Strong team-work is a strength of the provision. Teaching assistants are pro-active, for example, in spotting opportunities to model desired behaviour, such as, by praising children for coming in from play in only three minutes. Sometimes, children sit passively for too long. During these occasions, supporting adults sometimes miss opportunities to actively participate in children's learning by, for example, assessing the quality of individual children's speaking and listening skills. There have been good improvements with regard to provision and the organisation of outdoor play. There is still some way to go, especially in providing outdoor activities that will further encourage boys to want to write, but the school has plans in place to tackle this weakness. The Early Years Foundation Stage manager is extremely new to her post, but is working well with the former manager and local authority staff to help her to develop her role. There is a strong commitment to an inclusive ethos. Children with particular special educational needs and/or disabilities and those from the SILC unit, are appropriately fully involved in all activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Those parents or carers who replied to the questionnaire were largely positive about the school. A few made written comments, including some in praise of the new headteacher, such as 'all issues are quickly resolved'. The inspection team fully endorses parents' positive views. A very small number were less than positive but there was no pattern to these comments and no one issue gave the inspection team cause for concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollybush 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 295 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	53	16	42	0	0	0	0
The school keeps my child safe	24	63	13	34	0	0	0	0
The school informs me about my child's progress	15	39	18	47	2	5	0	0
My child is making enough progress at this school	21	55	12	32	3	8	0	0
The teaching is good at this school	18	47	18	47	0	0	0	0
The school helps me to support my child's learning	18	47	15	39	4	11	0	0
The school helps my child to have a healthy lifestyle	15	39	19	50	1	3	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	32	19	50	1	3	0	0
The school meets my child's particular needs	17	45	16	42	2	5	0	0
The school deals effectively with unacceptable behaviour	15	39	15	39	4	11	2	5
The school takes account of my suggestions and concerns	14	37	21	55	2	5	0	0
The school is led and managed effectively	18	47	17	45	0	0	0	0
Overall, I am happy with my child's experience at this school	23	61	11	29	1	3	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.



January 25 2010

Dear Pupils

Inspection of Hollybush Primary, Leeds, LS13 2JJ

Thank you for being so polite, friendly and helpful to us when we visited to inspect your school recently. I am writing to tell you what we found. You may remember some of you filled in questionnaires for us. This told us you feel safe, enjoy clubs and like reading, writing, mathematics and P.E. You also said you would like more sports and more things to do at playtimes.

We were very impressed with your good behaviour and how well you get on with your lessons, well done! Other good things are the way that adults take lots of care of you, so that you are happy at school. Mr Kenny has made a real difference since he arrived. You are learning as you should be and making satisfactory progress. Also, the teachers are continually improving lessons, which means that more of you are learning more quickly and this is helping you to catch up. We think the residential trips you go on are a very important for you and were impressed with how the older ones 'bag pack' to raise the money for these trips.

We have asked your headteacher and staff to make the school even better by:

- helping you to do better in English, mathematics and science by the end of Year 6 and making sure that all your lessons are good
- checking to make sure that your 'steps to success' are helpful enough for you
- making sure that your teachers give you work that is not too hard, or too easy, but just right.

You can help by coming to school every day and trying not to miss any days - another well done for getting better at this - and trying very hard with your work. Thank you once again for helping the inspectors and I wish you every success for the future.

Yours sincerely

Mrs Ann Taylor

Lead inspector

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