

Holway Park Community Primary School

Shakespeare Avenue, Taunton, Somerset, TA1 2JA

Inspection dates 16–17 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. Most pupils reach at least average standards in reading, writing and mathematics by the end of Year 6.
- Standards have gone up faster than the national rate for the last five years.
- Teaching has improved and is good across the school. Small group teaching helps pupils who fall behind to catch up.
- The positive atmosphere in lessons encourages pupils to try hard and to persevere if they find some tasks difficult.
- Pupils feel safe because behaviour is good and adults listen and act on any concerns that they may have.
- The school is well led and managed. The headteacher and deputy headteacher's relentless and determined drive to ensure every pupil does as well as he or she can has gained the support of pupils, staff and parents and carers. Improvement has been strong and sustained.
- The school's interesting visits, events and topics make learning fun and contribute well to pupils' good spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- In a minority of lessons, objectives do not always focus enough on what pupils will learn.
- Pupils are not given regular opportunities to improve their work in response to teachers' comments.
- The school does not check or set teachers' targets for the progress of the more able pupils as rigorously as it does for other groups of pupils.

Information about this inspection

- Inspectors observed 23 lessons taught by 11 teachers. In addition, they made a number of short visits to lessons. Six joint observations were made with the headteacher and deputy headteacher.
- The inspectors looked at pupils' work in books and on display and past and current information about pupils' progress. They heard a small number of pupils read.
- Inspectors looked at documents relating to behaviour and safeguarding, the school's checks about what is going well, and its self-evaluation and improvement planning.
- The inspectors met with small groups of pupils to talk about their learning and to find out their views about the school. Inspectors also met with staff, and with representatives of the governing body and the local authority.
- Inspectors talked to parents informally at the start and end of the school day. They took into account 22 responses shown in the online questionnaire (Parent View).
- The inspectors took note of the responses in 44 returned staff questionnaires.

Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- Holway Park Community Primary School is an average-sized primary school.
- The large majority of pupils are from White British backgrounds.
- A very small number speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion supported at school action plus and with a statement of special educational needs is also above average, due to the school's good reputation for meeting this group of pupils' needs.
- A high proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, children in local authority care, and those who have a parent in the armed services.
- The school meets the government's current floor standards (the minimum expectations for pupils' attainment and progress in English and mathematics).
- The school makes use of alternative provision off site for a very small number of pupils.
- The on-site breakfast club and after-school club, 'Action Staytions', is managed by the governing body and is included in this report.
- The onsite Holway Preschool is privately run and is inspected separately.

What does the school need to do to improve further?

- Make teaching outstanding by ensuring all teachers consistently:
 - plan lesson objectives that focus on what pupils will learn and not on what they will do
 - give pupils time and opportunities to improve their work in response to teachers' spoken and written comments.
- Check with the same rigour as for other groups of pupils that more able pupils are making consistently good progress and that teachers are held accountable through the performance management processes.

Inspection judgements

The achievement of pupils is good

- Each year the proportion of pupils who make or exceed expected progress compares well with national figures and is increasing. Most pupils across the school now reach at least the levels expected for their age in reading, writing and mathematics. While increasing each year, a smaller number of pupils than in other schools across the country reach above-average levels in reading, writing and mathematics.
- Children make good progress in the Reception class. From well below expected levels, most reach average levels in personal, social and emotional development, physical development and in their speaking skills because of the varied opportunities to explore and investigate and to talk about what they are learning and why. Most children still start in Year 1 with knowledge and skills below the level expected for this age in reading, writing, mathematics, knowledge of the world and in expressive arts and design
- In response to a well below average proportion of pupils reaching the expected level in the Year 1 phonics check last year, the school changed how it taught reading and in particular letters and the sounds that they make. Pupils in Years 1 and 2 now reach the expected standard and are able to work out unfamiliar words to help them with their reading. Older pupils read widely for enjoyment and to find information to support their learning in topics.
- Stronger speaking and reading skills are being transferred to pupils' writing, which has improved tremendously since the previous inspection. Pupils use interesting vocabulary and different ways to express their ideas so that the meaning is very clear. Spellings, punctuation and grammar have improved and are now average by the end of Year 6.
- Pupils have good opportunity in mathematics to apply what they have learned in lessons to solving problems on their own. They say, 'It's okay to make mistakes as long as you can recognise where you've gone wrong and can put it right.' As a result, they confidently decide which method to use to solve real-life problems, which is standing them in good stead for learning in their next class and school.
- Disabled pupils and those who have special educational needs make good progress from their starting points because of the good level of support that they receive for their particular needs, including off-site alternative provision for a very small number of pupils. Most reach average standards in mathematics although fewer do so in reading and writing, but it is an improving picture. The small number of pupils who speak English as an additional language achieve well.
- Most pupils eligible for the pupil premium make good progress. Pupils in care and who have a parent in the armed forces attain at least average standards. The gap in attainment between pupils who are eligible for free school meals and their non-free school meals classmates is closing quickly. From being over a year and a half behind three years ago, the gap is now less than a term in a number of year groups in reading, writing and mathematics.
- Pupils enjoy topics because they can practise their reading, writing and mathematics skills and learn about a broad range of subjects. Music, art and physical education are among the favourites. Pupils use computers to research and present their learning in different ways. During the inspection, Year 5 pupils working on computers inserted pictures into their poems with little help from an adult.

The quality of teaching is good

- Teaching is good. In lessons where teaching is outstanding, pupils are active throughout the lesson and teachers ask probing questions that help pupils check for themselves that they are doing as well as they can. Good or better teaching was seen in every class.
- Lessons are interesting and motivate pupils to want to learn more and so succeed. Children in the Reception Year are inquisitive and keen to explore. They persevere well with new tasks because of the good level of support that they receive from adults. Older pupils refer to their

personal targets when working on their own to check that they are doing as well as they should.

- Teachers use the information that they have about pupils' progress to plan tasks and activities for the different ability groups in lessons. More able pupils are regularly given more challenging work to enable them to extend their learning and skills. Teachers or teaching assistants give effective additional support to pupils, especially on the rare occasions when pupils find the tasks too difficult or too easy.
- Teachers give pupils constant feedback about their learning either by speaking to them in lessons or through written comments on their work. There are occasions when they do not always give pupils the opportunity to make the necessary improvements before they start the next piece of work and so reinforce their learning.
- Lesson objectives and tool kits are shared with pupils at the start of lessons and referred to during and at the end to help pupils check for themselves that they are including or doing what they should to be successful. In a minority of lessons, lesson objectives sometimes focus on what pupils will do rather than the knowledge and skills they will learn. As a result, the completion of the task rather than its quality is checked.

The behaviour and safety of pupils are good

- The '4Ss' (stargaze, spirit, strive, sparkle) promote pupils' higher aspirations, positive attitudes and determination to do well. Achievement is celebrated in lessons and assemblies and praised when adults notice good manners or conduct. This results in pupils' high self-esteem.
- Pupils behave well in class, around the school and at the popular breakfast and after-school clubs. A few pupils are excluded for very short periods each year for unacceptable behaviour. Parents and carers are very supportive when this happens and help to ensure that behaviour nearly always improves immediately and permanently. Most parents and all pupils who spoke to inspectors and responded to the online survey feel that behaviour is managed well by the school. Inspectors agree.
- Pupils have some opportunity to express their views through the school council and to take responsibility, such as being prefects or acting as mentors to younger pupils.
- Pupils feel safe in school, including the very small number who sometimes attend alternative provision. They know how to use the internet and what to do if they come across anything they feel uncomfortable about. They can explain the different kinds of bullying, including cyber-bullying. They confirm that bullying is rare in school and that if it happens, adults always sort it out quickly.
- Attendance has improved each year for the last three years and is now broadly average. Support from the parent family adviser and the well-run 'Action Staytions' and the free breakfast club, which is attended by up to 80 pupils every morning, help pupils to arrive in school on time every day ready to learn.

The leadership and management are good

- The headteacher, supported effectively by the deputy and staff, has established a shared vision for raising aspirations and pupils' attainment. The drive for improvement has been relentless for the last three years and actions taken are making the positive difference that they should to pupils' progress and attainment.
- School improvement planning includes challenging targets for pupils' expected and better than expected progress and checks ensure that pupils achieve well. While there is an overt expectation that more able pupils will make consistently good progress and reach above-average standards, there is not a specific target included in the plan or in teachers' performance management to check with the same rigour as for other groups that this happens.
- Performance management and staff training responds to the needs of the school and individuals. Teachers have high expectations of what pupils can do and plan topics that motivate them to want to learn. The governing body receives detailed evidence each year about whether school

leaders and teachers have met challenging targets for pupils' progress. The information is used to help it make decisions about pay.

- Equal opportunities are promoted well and no form of discrimination is tolerated. Disabled pupils and those who have special educational needs make good progress. The school recognises that the gap between the attainment of pupils eligible for the pupil premium and that of other pupils should be closed totally and steps to do this are being successful. Pupil premium is spent on additional staff to support families, individual and small groups of pupils, ensuring every pupil is able to go on trips regardless of their ability to pay, and to provide the free breakfast club.
- Topics link learning across a broad range of subjects, give structure to lessons, ensure activities are relevant and interesting and instil in pupils a respect for others' beliefs and cultures. Pupils enjoy studying one subject over a week because they have time to not only finish items but also to improve them.
- Three years ago, the school asked the local authority to support its drive to raise standards and in particular the quality of teaching. Specialists supported the teaching of reading, writing and mathematics successfully so that teaching that required improved was addressed quickly. The school is effective at fostering good relationships with parents and outside agencies.
- **The governance of the school:**
 - The governing body makes regular checks to ensure that all policies and procedures are followed consistently. Its members have received relevant training to enable them to effectively support the school's improvement and to ask probing questions if actions are not appearing to be as successful as they should be. Governors have a good grasp on how well the school is performing when compared to other schools nationally. The performance of the headteacher and the quality of teaching are checked regularly against challenging targets for pupils' progress, especially for disabled pupils and those who have special educational needs and those who receive pupil premium funding. The information is used to help the governing body make decisions about pay. It recognises that there now needs to be a sharper focus on monitoring the progress and attainment of more able pupils. The before- and after-school club is managed well and gives pupils a positive start and end to the day. Safeguarding arrangements are met. The school records all behaviour, racist and first-aid incidents meticulously.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123739
Local authority	Somerset
Inspection number	412311

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	278
Appropriate authority	The governing body
Chair	Mike Willoughby
Headteacher	Susan Brewer
Date of previous school inspection	24 March 2010
Telephone number	01823 252126
Fax number	01823 353129
Email address	sch.337@educ.somerset.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

