

Holbrook Primary School

Gateside Road, Coventry CV6 6FR

Inspection dates	8–9 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Outstanding leadership has ensured that all aspects of the school's work are now at least good. Leaders pursue ambitious targets for each pupil, determined that they achieve as much as possible.
- School leaders and governors meticulously check on teaching and pupils' achievement. They are ever alert to pupils' safety and well-being.
- Staff training has ensured that teaching, learning and assessment are at least good for pupils of all ages and abilities.
- From low starting points, pupils now reach standards close to or similar to those expected for their age and make good progress through the school.
- Teachers are highly focused on gaining pupils' interest and inspiring them to learn. They use questioning very well indeed to check on and deepen pupils' understanding.
- The redesigned curriculum includes topics that strongly motivate pupils. It effectively promotes their spiritual, moral, social and cultural development.
- Pupils have an excellent understanding of British values. They have a strong sense of responsibility for each other and the environment. Pupils feel secure in school and know how to keep safe.
- The school provides well for children in the early years. The proportion of children achieving a good level of development is improving rapidly.
- Pupils make particularly good progress in their speaking and listening. They confidently express themselves using accurate subject-related vocabulary.
- Pupils' behaviour is good. The new rewards and sanctions system strongly motivates pupils.

It is not yet an outstanding school because

- Activities planned for children in the outdoor learning area are not consistently challenging or inviting.
- Expectations of pupils' written presentation are not consistently high.
- Occasionally, teachers do not match work in lessons to pupils' different needs or adapt tasks quickly enough according to pupils' responses.
- Some staff do not model pronunciation clearly enough for pupils to copy accurately.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment by ensuring that:
 - teachers match work in lessons to pupils' needs and adapt tasks according to pupils' responses
 - teachers insist on consistently high standards of handwriting and presentation
 - staff model letter sounds accurately and insist on pupils' correct pronunciation when sounding or blending letters to make words
 - activities in the outdoor learning area invite and challenge children's interest and abilities.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The new headteacher and deputy headteacher have transformed the culture of this school since its last inspection. Every aspect of its work has improved to good and leaders are eager to improve further. Staff, governors, parents and pupils have high expectations and ambitions for all. They are determined that pupils should achieve as much as possible.
- Systems to check pupils' progress are highly effective. They link extremely well with the topics covered. Meetings to discuss pupils' progress ensure that leaders and teachers are clear about how well pupils are doing in subjects. Interventions link closely to pupils' needs and are monitored carefully. As a result, school leaders and staff know what is working and what now needs to be done next.
- The headteacher and deputy headteacher are determined that pupils will make up for historical gaps in their knowledge. Leaders lost no time in identifying pupils whose knowledge and skills were below those expected for their age or those who had limited English language. They set ambitious, whole-school and individual targets for pupils, which are helping to drive standards upwards. As a result, staff and pupils' expectations for what can be achieved have risen.
- Middle leaders work closely with other local schools to check each other's assessments of pupils' progress in each subject. These links have helped to develop teachers' accuracy in all year groups and generate new ideas.
- Staff who are responsible for phases or subjects have successfully improved their own skills in developing teachers' subject knowledge, particularly in English and mathematics. Training for all teachers has ensured consistent approaches to teaching so that learning is built on systematically from Nursery through to Year 6. The improved emphasis on mathematical problem solving and extended writing in English has helped pupils to achieve or exceed the standards expected for their age in all year groups.
- The management of staff performance is effectively focused on continued improvement. Staff are well supported by a mix of professional training, peer support, meetings with partner schools and networks with subject specialists in other schools. Staff feel very well supported by senior leaders to improve their teaching further.
- Leaders have successfully established a culture of constant reflection and sharing ideas. As a result, staff at all levels contribute effectively to the school's development and feel valued. Leaders and governors have an accurate view of the school's improvement and priorities for the future.
- Additional funding such as pupil premium is used effectively. The funding enables pupils to take part in a range of school activities, including clubs and outings. Importantly, this funding enables disadvantaged pupils to achieve increasingly well. The gaps in attainment between the disadvantaged and other pupils in school and nationally have narrowed or no longer exist.
- The curriculum is very well delivered through topics and themes that both inspire pupils' interest and pay good attention to building up their skills and knowledge in a variety of subjects. Topic books show the strong emphasis on pupils' spiritual, moral, social and cultural development and their understanding of British values. As a result, pupils of all ages understand that their community and country is diverse and made up of different cultures, traditions and lifestyles. Pupils and parents value the excellent range of clubs, visits and themed days to further broaden pupils' learning experiences.
- The sports funding is used effectively to improve pupils' skills and participation in sport and strengthen teachers' skills and subject knowledge. Pupils cite how their skills and fitness have improved and how many more sports, including team sports, they now take part in and enjoy.
- Parents praise the work of the school and the ways in which it involves them in their children's learning. They are confident that their children are making good progress and particularly impressed with the changes made in the school over the last two years.
- **The governance of the school**
 - Governance is highly effective. Governors have an excellent understanding of the school's strengths and what it now needs to do. The governing body is knowledgeable and informed and bring considerable skills to the school. It reflects carefully on the school's performance and challenges robustly the headteacher and other leaders as to outcomes and pupils' well-being. Governors and school leaders have received good support from the local authority following the review of governance and pupil premium.

- Governors check carefully that available funding, including the pupil premium and sports funding, is used to best effect. They have helped modify and improve the school's reporting and performance management systems and ensure that good performance is celebrated and rewarded. They ask detailed questions about how well interventions or new approaches to teaching and learning and the curriculum are working.
- Governors understand their responsibilities including those related to safeguarding, welfare, and health and safety. As a result, they check carefully that policies, systems and procedures are followed.
- The arrangements for safeguarding are effective. All staff and governors are appropriately trained and have frequent updates. The school works closely with families and other agencies to ensure that vulnerable children have all the support they need. Any concerns are followed up quickly and tenaciously. Staff are ever vigilant as to when pupils might be at risk. There is a very good level of awareness of the 'Prevent' duty. The curriculum, including themes and personal, social, and health education, is used very well to help pupils to understand British values and institutions, and highlight the dangers of extremism.

Quality of teaching, learning and assessment **is good**

- Teaching, learning and assessment have improved considerably since the last inspection and are now good throughout the school. Some aspects of teaching, such as the use of questioning and the ways in which all teaching staff support pupils' self-expression and listening skills are outstanding.
- Teachers are very skilled at gaining pupils' interest and motivating them to learn. Teaching assistants are highly effective in helping pupils to think more deeply about their work. Pupils who have special educational needs and/or disabilities receive good-quality support from knowledgeable and suitably skilled staff. Pupils' support is targeted well so that pupils gain in confidence and self-belief as well as improving their skills.
- Well focused professional development has strengthened teaching and in particular the teaching of reading, writing and mathematics. These are generally very well supported in English and mathematics sessions and also through topic work. Excellent use of subject vocabulary is evident in all subjects so that pupils learn to use this accurately themselves whether in science, mathematics, English or a foundation subject.
- Teachers provide many opportunities for writing and some excellent examples of extended writing were seen for all year groups in topic books, with very good evidence of improvements over time. Occasionally, pupils' quality of extended writing is marred by poor handwriting and presentation. Not all teachers encourage pupils in a systematic way to improve this aspect of work.
- The teaching of mathematics is good. All pupils have risen to the challenge of accurately choosing 'hard', 'harder' and 'hardest' tasks. The most able have to consider the best method to solve the hardest tasks. They are now challenged effectively almost all of the time and as a consequence, their progress has accelerated. Pupils are not afraid to attempt more difficult work. Teachers use clear, practical examples to help pupils understand more abstract mathematical ideas, for example when identifying acute and obtuse angles.
- Reading is taught effectively. The teaching of phonics (letters and the sounds they make) has improved following significant staff training and their increased emphasis on the relationship between letters and sounds as well as speaking and listening in the early years. However, when pupils mispronounce the sounds, not all staff then model accurately what the sound should be. At these times, pupils struggle to blend the sounds accurately, identify a word or to work out a spelling. Pupils develop a love of reading because of the wide and varied stories, poetry and factual information their teachers share with them.
- Leaders work tirelessly to develop purposeful methods of tracking pupils' progress. Teachers use the information well to plan pupils' work over time. Occasionally, teachers do not amend planned tasks quickly enough to adapt to pupils' responses or levels of understanding.
- Teachers consistently apply the school's policy for feedback to pupils. They identify improvements as well as praise current achievements.
- Some teaching assistants speak a range of languages. They help pupils who speak English as an additional language settle quickly into school and identify what pupils already understand and can do on arrival, so that their abilities are not underestimated.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and represent its values well. They develop into confident, respectful young people who have a keen sense of fairness and justice. They are well informed about the environment, their responsibilities as citizens and the need for tolerance and respect for difference.
- Staff and pupil relationships are excellent. Staff are excellent role models as they listen respectfully to pupils' contributions during lessons. There is a good balance of fun, laughter and industry in almost all classrooms.
- Pupils' attitudes to their learning are generally positive although their presentation does not show sufficient care. Pupils get on well with each other and are respectful of the different faiths and lifestyles they represent, saying, 'We all believe in a God, we just have different ways of talking about Him or celebrating and different stories about Him'.
- Pupils enjoy the opportunities they have to influence school life through the school council and through fundraising or 'speaking up'. They feel they are listened to and valued. Pupils value their teachers, saying they are 'the best' and appreciate the opportunities they have to learn from each other.
- Pupils are well informed about the different forms that bullying can take and provide examples of a range of appropriate ways of dealing with this. Incidents of bullying are rare but are carefully recorded and followed up. Pupils are very confident that should they occur, staff will deal with these swiftly and fairly.
- Pupils know they can talk to their teachers if they have any worries but also appreciate that they can use the worry box if they are not sure how to say it. They confirm that staff always respond to these. A range of visitors to the school and topics within the curriculum enable them to have a good understanding of dangers and risks and unsafe situations. Pupils understand how to keep themselves healthy and what to do if they feel unsure or worried. They are confident as to how to manage their personal safety including on the internet.

Behaviour

- The behaviour of pupils is good.
- Behaviour has improved because staff have uniformly high expectations and follow consistently the school's rewards and sanctions policy. Pupils say they 'love' the new approach to rewards, known as 'BEST' which they can make nominations for as well as receive.
- Children in the early years quickly learn to listen and cooperate and share because of the high expectations everyone has and the good role models within the school.
- Pupils are respectful and behave sensibly around the school including on the playground. Although they join in their games with energy and enthusiasm at play time, they are watchful of others that they are not in the way of balls or skipping ropes.
- A few pupils in key stage 1 who have more difficulty with relationships or their behaviour are well supported by the nurture group provision in the afternoons. They quickly learn how to manage their own behaviour and work with others more effectively. Staff carefully follow good-quality plans for pupils' improved behaviour and risk assessments.
- Occasionally, pupils are too noisy when others are trying to listen or still finishing their work.
- Attendance has improved since the last inspection and is now at least similar to that nationally. Pupils understand the importance of attending school and are proud to boast that they have perfect or near perfect attendance. The number of pupils who are frequently absent has reduced this year because of the effective work of the school's learning mentors with families.

Outcomes for pupils are good

- Pupils' work in books, inspectors' observations and the analysis of the information that the school holds about pupils confirm that outcomes are now good. Pupils throughout the school and children in the early years make good progress from their starting points.

- Pupils in danger of falling behind are identified quickly and support is provided to help them progress effectively. Gaps between the achievement of disadvantaged pupils and others within the school are narrowing and in some cases have closed. Gaps between disadvantaged pupils and others nationally are narrowing. The impact of the school's improvements on attainment and progress is evident year-on-year as pupils move through the school.
- In 2015, Year 2 pupils attained average standards in all subjects. Current Year 2 pupils are on track to achieve or exceed the standards expected for their age in reading, writing and mathematics, despite a low proportion achieving a good level of development at the end of their Reception Year.
- The proportion of early years children currently achieving a good level of development has improved considerably from last year. Almost all have made good and sometimes exceptional progress from their different starting points.
- Attainment by the end of key stage 2 was weaker in reading than writing and mathematics in recent years. Current pupils in all year groups make good and much improved progress in their reading because of the many opportunities they have to practise their skills. Year 6 readers are inspired through their reading to learn more about the world. They apply their reading skills effectively to research topics of interest. Lower-ability pupils in Year 6 read competently and with expression. They try hard to pronounce unfamiliar words and to explain what their meaning might be.
- In 2015, Year 6 pupils attained average standards in writing. This result represented good progress from their key stage 1 levels. In every year group, including the early years, pupils now demonstrate a keenness to write at length and for different audiences. They readily apply their writing skills in their topic work for a range of purposes. However, some pupils in key stage 2 are not encouraged to present their work neatly or to a high standard.
- Progress in mathematics has improved because of the consistent ways in which aspects such as calculations and algebra are now taught and the very good emphasis on problem-solving. Pupils throughout the school work confidently at age-related topics, showing confidence in finding different ways of solving problems. The most able pupils show considerable depth of understanding of the properties of shapes, for example in Year 2, and explain their answers well.
- In science, pupils show they have good subject knowledge. Pupils have ample opportunities to investigate and experiment in order to observe and record outcomes. In subjects such as history and geography, pupils confidently use subject-specific vocabulary, for example, when identifying coastal towns in Year 2 or finding grid references on maps in Year 6.
- In 2015, Year 6 pupils' attainment in English, grammar, punctuation and spelling was below national figures. This result reflected a cohort in which some pupils joined Holbrook at different points in time and had limited English. Current pupils who speak English as an additional language make at least similar progress to their classmates in all subjects because of the effective support they receive.
- Pupils who have special educational needs and/or disabilities make good progress. Targeted interventions mean that many make impressive rates of progress in their reading, spoken and written English skills and in their mathematics work. As a result, their performance in other subjects also improves.
- The most able pupils now make good progress in all subjects. The proportion making better than expected progress is higher than in previous years in each year group. Teachers' expectations of pupils are much higher now and therefore appropriate work is planned for them. Pupils readily challenge themselves to complete the harder work that is usually available in subjects such as mathematics.

Early years provision

is good

- Early years provision has improved well since the last inspection because of the strong leadership and the detailed knowledge that staff have about each child. Teaching, learning and assessment in early years are good. Detailed learning journals record children's progress and provide good insight into children's learning and development. Parents appreciate the information they receive about their children's progress and the ways in which early years staff work in partnership with them.

- Early years children enter the school either in the part-time Nursery or in the Reception Year. Information collected on entry shows that children enter almost always with levels of skill and understanding below those typical for their age. Rates of progress have improved swiftly this year so that a larger proportion than previously are achieving a good level of development. There are noticeable improvements in children's early reading, writing and mathematics work. Examination of learning journals, talking with children, visits to classrooms and records confirm progress in the early years is good. The gap between children in this school and what is typical for their age narrows considerably in all areas of learning during the early years.
- Children make outstanding progress in their language and communication in Nursery and Reception and in their personal development because staff are skilled at extending these aspects. Children listen carefully in their group work. Those who speak English as an additional language sometimes make remarkable strides in their spoken English and this lays much firmer foundations for their phonics work and their reading and writing.
- A strong focus on individual needs means that children who are disadvantaged and those who have identified special educational needs and/or disabilities make similarly good progress. The school has used any additional funding very well to ensure that these children have extra support to extend their speaking and listening or to help them to play and learn more effectively with others.
- Close links with parents and with other providers enable a very smooth transition into school. The school's own 'school readiness survey' and inspectors' observations confirm that the emphasis on personal development and a more focused approach to reading, writing and mathematical skills prepare children well for Year 1.
- All the early years statutory requirements are met and children are kept very safe. Children behave well and benefit from strong routines that help them to understand the timetable for the day.
- A good range of motivating topics and experiences enrich children's understanding of the world and relationships with each other. There are often excellent well-targeted opportunities for children to develop their reading, writing and mathematical skills through activities led by teachers. In other situations, particularly in the outdoor learning area, activities linked to reading, writing and mathematics do not always look inviting enough or cater for the range of abilities. This means some children do not readily choose them or they do not challenge most-able children in particular.

School details

Unique reference number	103676
Local authority	Coventry
Inspection number	10002538

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	613
Appropriate authority	The governing body
Chair	Ruth Westbrook
Headteacher	Tamara McCarthy
Telephone number	024 76688947
Website	www.holbrookprimary.com
Email address	admin@holbrook.coventry.sch.uk
Date of previous inspection	22–23 January 2014

Information about this school

- This is an above average-sized primary school which has three classes of 30 pupils from Reception to Year 4 and two classes in Years 5 and 6. In addition, a total of 52 nursery-aged children attend for 15 hours, either in the morning or afternoon. There are 26 places for each session. The school is scheduled to grow further until there are three classes in all year groups except the Nursery.
- The school is located in an area where there is relatively high mobility as its population changes. A growing proportion enter the school at times other than the usual ones, some arriving very late in their primary education. Some attend only for very short times before moving onto other placements.
- About a third of pupils are supported by funding through the pupil premium. This figure is high but falling. The pupil premium is the additional government funding which, in this school, supports pupils known to be eligible for free school meals.
- About three quarters of pupils speak English as an additional language, which is high, although the proportion in each year group varies considerably. Approximately nine out of ten are from many other backgrounds other than White British, the largest being Pakistani. A higher proportion than usual receive school support because they have special educational needs and/or disabilities, although very few are in receipt of an education, health and care plan or a statement of special educational needs.
- Both the senior leadership team and the governing body have changed considerably since the last inspection. A review of governance and of pupil premium resulted in the governing body being reconstituted and a new chair of the governing body was appointed.
- The headteacher became the substantive headteacher in September 2014 and the senior leadership team was restructured at this time.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school's website meets requirements on the publication of specified information.

Information about this inspection

- Inspectors observed pupils' learning in all year groups and classes, sometimes accompanied by school leaders. They spent time in the playground observing and talking with pupils. They looked at work in pupils' books, heard pupils read and talked with pupils about their work.
- The inspectors held meetings with senior leaders, groups of school staff, a group of governors and a local authority representative. They also held meetings with groups of pupils.
- A range of documentation was examined, including the information the school held about pupils' progress, the school's improvement planning and self-evaluation, governing body minutes, records linked to attendance, behaviour, safety and incidents and the school's safeguarding policy and practice.
- In addition, the inspectors spoke with parents as they collected or dropped off their children. They analysed 88 responses to Ofsted's online questionnaire, Parent View, 20 responses to Ofsted electronic questionnaire for pupils and 31 responses to the questionnaire for staff.

Inspection team

Susan Lewis, lead inspector	Ofsted Inspector
Janet Satchwell	Ofsted Inspector
Maneer Samad	Ofsted Inspector
Elizabeth Ellis-Martin	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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