

Holbrook Primary School

Inspection report

Unique Reference Number	103676
Local Authority	Coventry
Inspection number	355426
Inspection dates	1–2 December 2010
Reporting inspector	Marion Thompson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair	Sue Coulson
Headteacher	Sara Bennett
Date of previous school inspection	30 January 2008
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors saw 21 lessons or parts of lessons taught by 21 teachers. Informal meetings took place with parents and carers who were taking their children to school. Meetings took place with the Chair of the Governing Body, staff and groups of pupils. The inspection team observed the school's work, and looked at documentation, including the school improvement plan, assessment and safeguarding information, curriculum planning and samples of pupils' work. Inspectors analysed the results of 116 questionnaires completed by parents and carers, and took account of the views expressed in pupils' and staff questionnaires.

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

What is the impact of the actions taken by the school in improving progress in Key Stage 1?

- How accurate is the assessment of pupils' progress?
- How effective have the school's strategies been in improving teaching and learning across the school?

Information about the school

This is a large primary school with a large Early Years Foundation Stage. Almost half of the pupils are of Asian- British Pakistani origin. A further fifth are of Asian- British Indian heritage. Around 5% of pupils are from a White British background. The rest of the school population is from a diverse range of minority ethnic backgrounds. A high proportion of pupils are identified as being at the early stages of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is high as is the proportion of pupils eligible for free school meals. The school has achieved Healthy Schools and Active Mark status, the International Award and Arts Mark. The governing body is responsible for a breakfast club on the school site.

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

The school provides a good education and pupils achieve well. Pupils make good progress and reach broadly average standards in national and school-based tests by the time they leave. Attainment is rising and pupils' progress is accelerating because of steady and continuing improvements to all aspects of provision.

Pupils have an excellent understanding of how to live a healthy lifestyle. They adopt sensible eating habits and take regular exercise because this is very well promoted. An increasing number cycle to school. The contribution pupils make to the school and wider community is good. They use their expertise in enterprise to invest and re-invest in running small businesses, raising substantial sums for charity. Although spiritual, social, moral and cultural development is good overall, cultural and moral development are outstanding. Pupils in Year 5 and 6 discuss their diverse values and beliefs, identifying similarities and differences. The school operates as a harmonious community, characterised by mutual respect.

The main contributory factors to these successes are teaching which presents all pupils with a good level of challenge and the skilful deployment of well-trained support staff. Making use of some excellent partnerships, learning is enhanced by an exciting curriculum and sensitive care, support and guidance, which help pupils in vulnerable situations to overcome significant barriers to learning. Skilful coaching and careful monitoring of pupils' progress enable teachers to match work closely to pupils' needs. Marking has improved and now provides clear guidance to pupils on how to improve their work. All of these reflect the good use of self-evaluation based on rigorous monitoring of the impact of teaching on learning. The school has good capacity to continue to improve.

The impetus behind these improvements has been the determined leadership of the headteacher who has modelled the high expectations she has of others. She is supported well by a capable and enthusiastic senior team and a motivated staff. The school is successful in promoting a culture of self-evaluation, where teachers are keen to analyse and improve their own performance.

More work remains to be done. Progress in writing is slower than in other areas. Younger pupils experience difficulties with spelling, punctuation and developing handwriting. Older pupils occasionally struggle to use language that is appropriate to their purpose and audience. They sometimes find it difficult to use new vocabulary appropriately. Most pupils attend regularly and are punctual. This, together with their broadly average attainment in literacy and numeracy prepares them satisfactorily for the next stage in their education. However, a small minority of pupils of White British origin are persistent absentees or have difficulties arriving on time and this adversely affects their progress.

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What does the school need to do to improve further?

- By November 2011 improve progress in writing by:
 - providing support for younger pupils to improve spelling, punctuation and handwriting
 - ensuring older pupils write in a suitable style for their audience and purpose and use new vocabulary appropriately.
- Improve progress for a small minority of White British pupils who are persistent absentees by ensuring they attend regularly and punctually.

Outcomes for individuals and groups of pupils

2

Pupils achieve well from their low levels on entry to the Nursery, where the majority of children are at the early stages of learning English as an additional language. Listening and speaking skills develop rapidly because of the strong emphasis placed on them in every lesson. Reading skills support pupils' learning well. Writing develops more slowly, especially in sentence level work in Years 1-4. Older pupils occasionally experience difficulty with higher level skills, such as using an appropriate way of writing for the context and fully understanding the subtleties of new vocabulary. Pupils make good progress in mathematics. Strategies introduced by the school have accelerated progress considerably over recent years in all areas of the school but especially at Key Stage 1.

The small number of pupils of White British origin occasionally do not make quite as much progress as others. This is often linked to erratic attendance and poor punctuality. Pupils with special educational needs and/or disabilities make good progress because support is well targeted to meet their specific needs. Work provides them with a good level of challenge. Staff prompt pupils, through skilful questioning, to find answers for themselves.

Pupils enjoy learning and are frequently excited by the experiences the school provides. For example, during the inspection, Year 4 pupils worked hard on character sketches in preparation for their forthcoming 'Tudor Banquet' when 'Queen Elizabeth' was coming to visit. Higher-attaining pupils in Year 6 applied themselves well to independent research for an autobiography, producing work of good quality. Pupils collaborate well and occasionally assess each others' work, doing so accurately. In Year 5 'Story Tellers' had their performances assessed sensitively by their peers. However, on the rare occasions when learning does not fully engage pupils' interest or when pupils with challenging behaviour misbehave, there is some low level disruption that slows the pace of learning. In the main, behaviour is good and supports learning well. Pupils feel safe and say that on the rare occasions when bullying occurs it is dealt with well.

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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	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lesson planning is based on an accurate assessment of prior attainment, enabling pupils of all abilities to make good progress. Pupils' language skills are developed well, including for those learning English as an additional language. For example, in a Year 3 literacy lesson, which focussed on using descriptive language, tasks were planned at a variety of levels which presented pupils of different abilities with a good level of challenge. Frequent opportunities were provided for discussion and pupils voiced their opinions and ideas confidently, supported well by adults. Relationships in lessons are warm and respectful and classes purposeful. Occasionally the pace of lessons slackens because the introduction or the activity lasts too long and pupils lose concentration. Staff deal with rare instances of disruptive behaviour from challenging pupils calmly, but occasionally take action a little late. This is being addressed through self-evaluation and coaching. Teachers take good account of pupils' previous absence in their planning, so that continuity of learning is disrupted as little as possible.

The curriculum rightly devotes a lot of time to literacy and numeracy lessons. The recently developed thematic curriculum provides pupils with memorable experiences, for example the Coventry Blitz when studying the Second World War. The school has identified the need to focus more closely on literacy skills in these lessons; at the moment opportunities are missed to work on spelling, punctuation or handwriting, and to stress the use of complex vocabulary. Planning is being reviewed to incorporate this. Careful tracking of

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pupils' progress enables interventions to be made quickly when pupils need extra support. Enrichment through sport, educational visits, including to France and Finland, and the arts broaden pupils' experiences. The school has gained a number of external awards as a result. The use of external partnerships to promote health and enterprise is excellent.

Well-planned transition arrangements ensure that pupils settle happily. Bi-lingual staff help pupils who are at the early stages of learning English to settle into school and form good relationships with parents. Pupils with special educational needs and/or disabilities are enabled to make good progress because their needs are diagnosed early, specific plans are in place to address them and they are very well supported by excellent links with a wide range of agencies. Thorough arrangements are in place to promote regular attendance, but their impact on a few hard-to-reach parents, especially of White British origin, is limited. Breakfast club contributes to the calm and purposeful start to the day.

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	2

How effective are leadership and management?

The headteacher provides a clear sense of direction that has won adherence from the school community. Careful planning, based on a close knowledge of the work of the school and accurate assessment, has led to improved teaching, more rapid progress and higher standards. There is some unevenness in subject leadership but this is improving rapidly. The governing body provides good support and challenge for the school, but development planning for its own needs is not quite as strong. Governors perform their duties in relation to safeguarding well and safeguarding is good. There are excellent links with other agencies to ensure pupils are safe, the site is very secure and the strong promotion of respect for others ensures pupils feel safe.

The promotion of equal opportunities is central to the work of the school enabling almost all pupils to make good progress. Where differences are identified, staff work hard to improve the situation, for example in seeking to improve the attendance and punctuality of the small number of persistent absentees. The school successfully promotes an ambiance of respect for the views of others. Discrimination is tackled robustly on the rare occasions when it occurs. The school meets the needs of the local community well, for example through the provision of a breakfast club. It promotes shared values within the school community and has a number of local and international links. The school makes a valuable contribution to community cohesion.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

Attainment on entry to the Nursery is well below that expected for this age though there are individuals operating at expected and higher levels. Despite making good progress, attainment remains below average on entry to Year 1, especially in relation to communication skills. Children settle quickly because of a good induction process and effective partnerships with parents. Staff successfully promote an excellent understanding of how to live a healthy lifestyle, especially in relation to diet. The emphasis on health is promoted particularly well through the curriculum; for example a doctor's surgery was created for role play when children had colds.

Staff work as an effective, well-led and well-managed team providing an exciting programme of activities in both Nursery and Reception, that takes account of children's interests and experiences. There is a good balance between activities directed by adults, based on a clear assessment of individual children's needs, and those initiated by the children themselves. Staff take advantage of circumstances; for example when it snowed pupils enjoyed a trip to the woods to collect sticks to make stick men and wrote in the snow with 'magic pens' (sticks). Listening and speaking skills develop well and children enjoy the frequent opportunities to read and write. They learn to become independent, to share and take turns. Support for the small number of children with severe learning difficulties and/or disabilities is outstanding and enables them to take a full part in school life. Planning for the outdoor area is not as thorough and equipment for adventurous play, whilst safe, is old and there is very little of it.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of responses to the parents' and carers' questionnaire were positive, especially in relation to feeling that children enjoy school and learn how to be safe and healthy. Parents and carers also feel that they are well informed about their child's progress. The inspection team endorses these views. Some parents and carers expressed concern that the school did not take account of their suggestions and concerns. The inspection team followed up this concern during the inspection but found no evidence to support it. A number of parents and carers also feel that the school does not deal effectively with unacceptable behaviour. A small minority of pupils with special educational needs and/or disabilities have challenging behaviour, but this is usually managed well. On rare occasions, intervention is a little too slow.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holbrook 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 458 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	59	47	41	1	1	0	0
The school keeps my child safe	68	59	46	40	1	1	0	0
My school informs me about my child's progress	49	42	66	57	1	1	0	0
My child is making enough progress at this school	45	39	63	54	4	3	0	0
The teaching is good at this school	49	42	62	53	1	1	0	0
The school helps me to support my child's learning	47	41	65	56	3	3	0	0
The school helps my child to have a healthy lifestyle	53	46	61	53	2	2	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)	38	33	72	62	2	2	0	0
The school meets my child's particular needs	46	40	64	55	1	1	0	0
The school deals effectively with unacceptable behaviour	41	35	64	55	10	9	0	0
The school takes account of my suggestions and concerns	30	26	73	63	12	10	0	0
The school is led and managed effectively	31	27	77	66	1	1	0	0
Overall, I am happy with my child's experience at this school	44	38	66	57	2	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



3 December 2010

Dear Pupils

Inspection of Holbrook Primary School, Coventry, CV6 6FR

Thank you for being so polite and friendly to us when we visited your school. Please thank your parents for giving us their views as well. One of you told us that your school was 'amazing' and all the other children agreed, so you will be pleased to hear that we think your school provides you with a good education. You get off to a good start in the Early Years Foundation Stage. You settle quickly because the staff take good care of you and you make rapid progress in your learning. In the main school you continue to make good progress, reaching average levels by the time you leave. You enjoy school, behave well and attend regularly because staff provide you with an exciting curriculum and lively teaching that is well matched to your needs. We were particularly impressed by the serious way you take on responsibilities in the school and wider community, for example setting up businesses and giving the money to charity. We were also impressed with your excellent knowledge about how to stay healthy and the way in which you chose healthy foods and keep fit. Most importantly, we liked the way in which you treat everyone with respect, regardless of background. You thrive because the staff take good care of you and promote respect for all. The headteacher and staff work well as a team and the provision they make for you continues to improve.

These are the improvements we want the school to make.

Improve your writing. You can help by trying hard to spell correctly and form your handwriting carefully, and by remembering to use punctuation. If you are a pupil in Years 5 and 6 think hard about the audience and reason for writing making sure that the tone is pitched to make the impression you want, and be careful to use new vocabulary correctly.

Improve the progress of a few pupils who miss too much school by making sure they attend regularly and are punctual. If this applies to you, try hard to go to school regularly and on time as your education is so important to you.

Yours sincerely

Marion Thompson

Lead inspector

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