

Holbrook Primary School

Inspection report

Unique Reference Number	103676
Local Authority	Coventry
Inspection number	308382
Inspection date	30 January 2008
Reporting inspector	Alison Cartlidge

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 on roll	
School	467
Appropriate authority	The governing body
Chair	Sue Coulson
Headteacher	Sara Bennett
Date of previous school inspection	17 March 2003
School address	Gateside Road Coventry CV6 6FR
Telephone number	024 76688947
Fax number	024 76688335

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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues. •Pupils' progress in writing and mathematics and how well they apply these skills across the curriculum. •Pupils' self-esteem, behaviour and awareness of healthy lifestyles. •The use of performance information and the impact of school leaders on improving provision and pupils' progress. Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, views of parents, scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Children's attainment on entry to the Nursery is very low, especially in spoken English. The proportion of pupils with learning difficulties and/or disabilities is well above average. Most pupils are of from Indian or Pakistani backgrounds with a wide range of minority ethnic groups represented in the school. Twenty-six home languages are spoken by different pupils and the proportion learning English as an additional language is very high. A well above average proportion of pupils are entitled to free school meals.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This good school is successful in supporting pupils from a very wide range of backgrounds, enabling them to achieve well. One parent was right in saying, 'Members of staff work very hard to ensure our children get the best.'

Good teaching helps children to make a good start in the Nursery and Reception classes, including those from Indian and Pakistani backgrounds, and this good progress continues in other year groups. Standards by the end of Year 6 are below average, although this represents good progress from pupils' very low starting points. Pupils, including those who are learning to speak English as an additional language, make especially good progress in speaking, because teachers ask challenging questions, involve pupils well in discussions and provide many opportunities for them to speak to their 'talk partners'. Whilst most teaching is good, there are occasions in mathematics when teachers do not expect enough from all pupils, and consequently test results in mathematics lag behind those in English and science. Pupils' progress in writing has been accelerating with improvements in teaching methods, although teachers do not ensure that all pupils consistently take enough care over their work and sometimes this is rather untidy.

The school sets and reaches challenging targets in most years. In 2007, the end of Year 6 test results were disappointing and these pupils did not progress as well as usual because there were several unavoidable changes in teaching staff and a high proportion of pupils who joined the school in older year groups. Senior leaders have responded swiftly to this dip in standards to ensure that other year groups make good progress throughout their time at the school.

Good care, guidance and support from all members of staff help pupils to become confident, well-rounded individuals suitably prepared for the next stage of their education. Their good personal development, including spiritual, moral and social development, is evident in the way they respect and support each other and demonstrate their good knowledge about safe and healthy living. For example, 'Healthy Harry' in the dining room helps pupils to make sensible food choices at lunchtime. Pupils thoroughly enjoy coming to school. The below average attendance is not due to a lack of enthusiasm, but because several parents ignore the school's rigorous procedures for encouraging good attendance and take their children on extended term-time holidays.

Pupils are friendly, behave well throughout the school day, work together well and are keen to take responsibility. As one pupil said, 'I like playing with my friends.' The excellent school council is very well organised and is currently working with an architect to find ways of improving playground provision so that football games do not dominate playtimes. Background noise in the open-plan classrooms for younger pupils sometimes makes it difficult for all pupils to listen attentively. Members of staff form very good relationships with the pupils, ensuring that their needs are safeguarded well. Pupils know whom to approach should they have a concern and are pleased with the way members of staff deal with worries.

Teachers make lessons interesting by providing varied tasks and by praising good effort well. A good ratio of teachers and teaching assistants ensures that individual help is available when needed. Teachers share targets with the pupils and most use marking well to help pupils to improve their work. Teachers ensure that pupils with learning difficulties and/or disabilities receive sensitive support. As a result, they make similar progress to their peers. The school uses the detailed information on pupils' performance to provide additional support as necessary. A good curriculum meets pupils' needs effectively and provides well for the development of

creativity and sportsmanship. Additional activities, visits and visitors make a good contribution towards the pupils' education. For example, pupils are preparing a performance called 'What makes us the same, what makes us different', by working with professional artists and pupils from five other schools. The school is aware that purposeful opportunities for pupils to use their literacy and numeracy skills to support learning in other subjects could be greater.

Good leadership and management by governors and members of staff ensure that the school maintains its successful track record from the time of the last inspection and has a good capacity to improve further. Systems for self-evaluation are robust and involve leaders at different levels. Senior leaders work together well, monitor and analyse the school's work thoroughly, and set a clear agenda sharply focused on raising standards, and their work to boost achievement is successful. The school works well with others, particularly its parents, most of whom are very appreciative of the school. Well attended workshops inform parents about ways they can help their children at home, and parents of Foundation Stage children enjoy the 'meet and greet' sessions that help their children to settle quickly at the start of the day. One parent summed up the views of many others by saying, 'Holbrook has given my children a good education.'

Effectiveness of the Foundation Stage

Grade: 2

Provision for children in the Foundation Stage is good. Whilst most children are working below the levels expected for their age when they start in Year 1, they make good progress in all areas of learning. Children do best in personal and social development where members of staff have especially high expectations. Children become polite and confident, although they are a little hesitant over choosing the recently improved outdoor facilities. Good teaching and sensitive support from members of staff enable children to settle into class routines well. The use of praise and practical activities help children to enjoy learning. The Foundation Stage is well led and managed. There have been many good recent improvements and there are clear plans for further development. For example, members of staff are reviewing the way they keep assessment information so that it will give an even clearer picture of the children's progress over time.

What the school should do to improve further

- Ensure that teachers always provide enough challenge for all pupils in mathematics.
- Increase the opportunities for pupils to use their literacy and numeracy skills in practical, purposeful contexts.
- Expect pupils to take more pride and care in their written work.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

31 January 2008

Dear Children

Inspection of Holbrook Primary School, Coventry CV6 6FR

Thank you for welcoming us to your school and for sharing your work with us. We are pleased that you enjoy coming to this good school.

- Here are some other points about your school.
- You make good progress, especially in speaking.
- You behave sensibly and take responsibility well; we were particularly impressed with your well organised school council.
- Teaching is good and your teachers help you to learn quickly by making lessons interesting.
- You study a wide range of topics and we are pleased that you learn the importance of staying safe and healthy.
- All adults in school are kind and caring and look after you well.
- Your headteacher, teachers and governors are working together well to make your school even better.
- Your parents and carers are very pleased that you come to this school.
- What we have asked your school to do now.
- Make sure that teachers always give you hard enough work in mathematics.
- Give you more chances to use your literacy and numeracy skills in practical, purposeful ways.
- Expect you to take more pride and care in your written work.
- What we would like you to do to help your teachers.
- Take more pride and care in your written work.

We thoroughly enjoyed talking with you about your work and watching you learn, and wish you well for the future.

Yours sincerely

Alison Cartlidge Lead inspector

Annex B

31 January 2008

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6FR**



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- Your headteacher, teachers and governors are working together well to make your school even better.
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What we have asked your school to do now.

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- Expect you to take more pride and care in your written work.

What we would like you to do to help your teachers.

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Yours sincerely

Alison Cartlidge
Lead inspector