

Inspection of a good school: Holymead Primary School

Hollywood Road, Brislington, Bristol BS4 4LE

Inspection dates:

26 and 27 September 2023

Outcome

Holymead Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of attending Holymead Primary School. Staff have high aspirations for pupils. The school's values of 'nurture, inspire, achieve' reinforce these expectations. Pupils thrive, both academically and personally, in this environment.

Pupils feel valued and are enthusiastic about the opportunities to develop their knowledge. Pupils appreciate the variety of experiences they have in the classroom and beyond. They enjoy sharing what they have learned with visitors and are eager to find out about the lives of others.

Relationships between staff and pupils are respectful. Pupils are happy and feel safe. They have confidence in the way that staff manage behaviour. Pupils know that if they have any problems, an adult will listen to them. They say that bullying occasionally happens but, when it does, staff deal with it effectively.

The school provides a variety of experiences for pupils to develop their talents and interests. Pupils are enthusiastic about participating in clubs, such as football, cricket and choir. Older pupils welcome the opportunity to support younger children at play. This helps them to develop a sense of responsibility.

What does the school do well and what does it need to do better?

Pupils follow an ambitious curriculum. This begins in Reception and prepares children well for key stage 1. Pupils enjoy their learning and study a broad range of subjects. Leaders plan visits to local areas of interest to support and enhance the curriculum.

In most subjects, the school has identified the important knowledge that pupils need to learn. The curriculum is then organised in a way that supports pupils to build their understanding over time. However, in some subjects, the school has not identified exactly what it is that pupils need to know. This does not help pupils to build confidently on what they know already or prepare for what comes next.

The school has carefully considered how best to support children in Reception to learn letters and corresponding sounds. When children first start school, teachers help them to listen to and identify the sounds that start words. They sing songs and nursery rhymes with children to develop their vocabulary. Staff support them to say and read tricky words. The reading books that children use for practice closely match the sounds they know. As a result, children learn to read confidently. Those who have fallen behind in their reading are supported to catch up quickly.

A sharp focus on reading runs throughout the school. Teachers read high-quality texts to pupils. These inspire pupils to read widely. Pupils enjoy the diverse range of books they can choose from the school library and class book corners.

The school is highly inclusive. Pupils with special educational needs and/or disabilities (SEND) are well supported. Staff receive useful training and additional advice when needed. This means that all pupils learn the intended curriculum. The school works with a range of external agencies to provide well-planned support for pupils.

Underpinning the curriculum are the carefully considered threads of responsibility, life skills and cultural awareness. The school has engaged with parents and the community in broadening opportunities for pupils to develop more widely. This a strength of the school. Pupils enjoy learning about a range of cultures that differ from their own. For example, they talk enthusiastically about listening to music from around the globe on World Music Day.

The school ensures that all pupils benefit from the extra-curricular activities on offer. Pupils have a keen sense of citizenship. They are involved in the community and enjoy taking part in events, such as singing at the local 'Christmas switch-on', an annual event.

Pupils have a secure understanding of what is right and wrong. Each classroom contains a class 'Charter,' which sets out pupils' own expectations of behaviour. Pupils appreciate the importance of equality. They know it is important to be tolerant and celebrate difference.

Staff are proud to be part of the school. They appreciate the consideration given to their well-being and the assistance they receive to manage their workload. They say that the school has a tangible sense of 'community'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school has not outlined precisely what it is that pupils need to know and remember. This means that pupils do not build confidently on what they already know or prepare for what comes next. In these subjects, the school

should identify the key curriculum content that will support pupils to build their knowledge over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108975
Local authority	Bristol
Inspection number	10297871
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	604
Appropriate authority	The governing body
Chair of governing body	Cheryl Douglass
Headteacher	Andrew Jones
Website	www.holymeadp.bristol.sch.uk
Date of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed.
- There is a school-run breakfast club and after-school club on site.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspectors held discussions with the headteacher, subject leaders, those responsible for the school's governance, those responsible for safeguarding and other leaders.
- The inspectors carried out deep dives in early reading, mathematics and geography. The inspectors held discussions with teachers, pupils and subject leaders. They visited

a sample of lessons and reviewed pupils' work. The lead inspector listened to pupils read to a familiar adult.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector considered responses to the online survey, Ofsted Parent View, including free-text responses. She also reviewed the responses to the online pupil and staff surveys.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

Kelly Olive

His Majesty's Inspector

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