

Holly Mount Roman Catholic Primary School, Bury

Inspection report

Unique Reference Number	105344
Local authority	Bury
Inspection number	377228
Inspection dates	26–27 January 2012
Lead inspector	Kathleen McArthur

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Morris Sidorczuk
Headteacher	David Golding
Date of previous school inspection	4 December 2006
School address	Hollymount Lane Greenmount Bury BL8 4HS
Telephone number	01204 882770
Fax number	01204 886842
Email address	hollymount@bury.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.

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 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 Street
Manchester M1 2WD

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



Introduction

Inspection team

Kathleen McArthur
Lyn Pender
Pritiben Patel

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 18 lessons taught by 13 teachers, met groups of pupils, members of the governing body and staff and spoke with parents and carers informally at the start of the school day. They heard pupils read and saw additional activities including intervention groups and assemblies. They took account of any responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documents, including the development plan, school and national data, policies, monitoring records and procedures for the care and protection of pupils (safeguarding). They also analysed responses in the 250 questionnaires received from parents and carers and those completed by pupils and staff.

Information about the school

The school is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below average. The great majority of pupils is of White British heritage. Almost all of the few pupils from other minority ethnic backgrounds speak English as their first language. The proportion of disabled pupils and those with special educational needs is below average, and an average proportion has a statement of special educational needs. The school meets the government's current floor standards.

The school holds the Basic Skills Quality Mark, Active and FA Charter Marks and has Healthy School status.

A private provider offers before- and after-school provision (Holly Mount Owls) on the school site. This provision is inspected separately and receives a separate report, available on the Ofsted website.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school. Pupils flourish in all aspects of their academic and spiritual, moral, social and cultural development in the very happy, safe and inclusive environment and are extremely well-prepared for their future lives. The vast majority of parents, carers and pupils who gave their views were extremely positive about the school, describing it as 'nurturing', 'brilliant' and 'like a family'.
- Achievement is outstanding. Throughout the school, all groups of pupils make rapid progress, due to high-quality teaching, an outstanding curriculum and their keen, enthusiastic attitudes. Parents and carers praised the Early Years Foundation Stage, saying it gives their children an excellent start to school. Children love working in the new outdoor area, although further development is needed there to match the high-quality provision found indoors.
- Exemplary behaviour contributes very strongly to pupils' outstanding achievement. Pupils say they feel very safe and secure, and parents and carers agree. Excellent relationships ensure that pupils thrive, work and play together very co-operatively. Pupils are extremely considerate towards others and mature into responsible, well-mannered and caring members of the school and wider communities.
- Teaching throughout the school features high expectations, excellent subject knowledge and well-planned, interesting lessons. Rigorous use of accurate assessment systems ensure that teachers plan lessons that challenge and stimulate all groups of pupils to build and develop their skills and knowledge across the curriculum.
- Leaders' and managers' passionate commitment to improve and enhance provision has successfully raised the overall quality of teaching and learning and implemented a rich, creative, topic-based curriculum. This has boosted pupils' enjoyment of learning and ensured that high levels of achievement have been sustained over time. Pupils and their parents and carers are particularly positive

about the curriculum and the linked homework that offers a range of varied, imaginative activities.

What does the school need to do to improve further?

- Further develop provision in the Early Years Foundation Stage outdoor learning area so learning activities fully match and enhance the high-quality provision found in the classrooms.

Main Report

Achievement of pupils

Children enter the Early Years Foundation Stage with skills above those expected for their age. They communicate articulately and make rapid progress in reading, writing, mathematics and their personal development. By the end of their Reception year, children's skills are well above those typical for their age.

Excellent behaviour and keen, enthusiastic attitudes support outstanding progress for all groups of pupils as they move through Key Stages 1 and 2. Observations in lessons show that pupils tackle their tasks eagerly, work hard, co-operate well with classmates and staff and present their work with care. Their work-books, school and national data show that attainment is high by the time pupils leave the school and a high proportion attains the higher levels. In each year group, high-quality teaching and bespoke support meet individual learning needs very effectively. Small group work ensures that disabled pupils and those with special educational needs are very well-supported and any potential barriers to learning are minimised.

Pupils use and develop their skills exceptionally well across the curriculum; for example, mathematical skills when budgeting for manufacturing Christmas toys, literacy and information and communication technology (ICT) skills when researching a famous inventor. Reading skills are very well-promoted, with regular small group reading sessions and attractive resources, well-supported by reading at home. Younger pupils quickly learn letter sounds and how to blend them together, so they tackle new words confidently. Attainment in reading is above average by the end of Key Stage 1. Older pupils enjoy a wide range of texts; 'I lose myself in a book,' was a typical comment and standards are well-above average by the time they leave the school. Responses in the overwhelming majority of questionnaires show that parents and carers feel that their children achieve very well and inspectors agree.

Quality of teaching

Pupils progress rapidly and become resilient, independent learners due to high quality teaching throughout the school. Staff have high expectations of what pupils can achieve and use their excellent subject knowledge and the school's very well-planned curriculum to provide very well-planned, imaginative activities that challenge pupils of all abilities. Skilful questioning stimulates pupils to think hard and deepen their understanding. 'Challenge Fridays' provide excellent opportunities for pupils to

work together to solve problems, for example calculating the weight of Internet shopping or designing a leisure park. Attention to spiritual, moral, social and cultural development is sensitively included in all activities. For example, when presenting persuasive arguments in a literacy lesson, one class debated moral issues they might meet in future. They demonstrated very good oral skills and well-reasoned arguments. The welcoming environment and high-quality care in the Early Years Foundation Stage ensure that children quickly become confident learners, ready to explore and investigate. Children were observed outside eagerly riding the bikes and counting different birds, but the new outdoor area is at an early stage of development in providing a full range of activities. Homework is used most effectively to enhance and broaden the rich curriculum. Pupils follow their particular interests, choosing from a 'menu' of varied tasks to undertake at home linked to the current class topic, including art, ICT, writing and numeracy. Many parents and carers commented that this helps them to be more closely involved with their child's learning.

Behaviour and safety of pupils

Rewards rather than sanctions form the basis of the consistent, very effective approach to behaviour management. Parents, carers and all pupil groups expressed highly-positive views about behaviour and safety. Attendance is high and pupils arrive punctually each day. They socialise happily across the age groups in the dining room and during break times. Pupils show great consideration and respect for others and greet visitors in a very polite and friendly manner, reflecting the way they are treated with great care and respect by staff. They make an exceptional contribution to their own learning and to the community. For example, older pupils act as highly-valued 'special friends' to children starting in the Reception classes. The careful, orderly way pupils move up and down the many flights of stairs and outside results in a calm and safe environment. Although a few parents and carers expressed some concerns about bullying, pupils do not see bullying of any sort as an issue in school and there have been no exclusions or racist incidents. They know how to keep themselves safe in different situations, including use of the Internet. Excellent teaching and the rich curriculum promote enthusiasm and engagement in learning. Lessons proceed very smoothly and teachers build on this by encouraging collaboration and independence. Very positive attitudes are seen in all activities; pupils listened with great empathy as Year 6 pupils presented a thoughtful assembly on the Holocaust.

Leadership and management

Leaders, managers and staff are forward-thinking, constantly challenge themselves and share high aspirations for on-going improvement in all areas. Spiritual, moral, social and cultural development is outstanding as a result of excellent provision. The promotion of equality and pupils' individual needs are firmly at the heart of the school, ensuring that there is no discrimination. The school development plan is a high-quality working document, with clear, tightly-focused priorities supported by appropriate actions to realise these. Governors' professional expertise, parish and local links and close involvement in the life and work of the school ensure that they present a high level of challenge and informed support. Since the previous inspection, rigorous monitoring and professional development strategies have raised

the quality of teaching. The impact of work to accelerate progress in reading means that from an early age pupils are fluent, confident readers. The curriculum is outstanding. It is broad and balanced, meets pupils' needs exceptionally well and contributes very significantly to their excellent achievement and enjoyment. Pupils, parents and carers praised the topic-based approach that covers all basic skills while providing memorable, enriching experiences. Given the improvements made and outstanding outcomes, there is excellent capacity for further improvement. Very effective partnerships with local schools share professional good practice and extend learning, for example additional activities for pupils who have particular gifts or talents. The welcome and very positive support from parents and carers makes a very strong contribution to their child's learning and to the life of the school. Arrangements for managing safeguarding meet current requirements and exemplary procedures ensure that staff child-protection training is fully up to date.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add up exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



30 January 2012

Dear Pupils

**Inspection of Holly Mount Roman Catholic Primary School, Bury,
Bury BL8 4HS**

The team would like to thank you for helping during the inspection. You made us very welcome, were always very polite and told us of the many things that you enjoy at school. We were extremely impressed by your excellent behaviour and the way you care for each other and were glad to hear that you feel very safe in school. We enjoyed talking with you and when listening to you read, we could tell you love reading! Your parents and carers are very pleased with the school.

We found that Holly Mount is an outstanding school. You have excellent school leaders, managers and teachers who make sure you are very safe. You told us how much you enjoy your lessons, especially all the exciting curriculum topics. We know you work hard because you make excellent progress all the way through the school and reach high standards. The Early Years Foundation Stage gives you a very good start in school, and children love the new outdoor area. To make this even better, we have asked the leaders and managers to develop more activities for learning outside.

You can help the leaders by continuing your very good work and enjoying everything you do at Holly Mount School.

We send you our very best wishes for the future.

Yours sincerely

Kathleen McArthur
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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.