

# Hollins Grundy Primary School

## Inspection report

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<b>Unique Reference Number</b>	105314
<b>Local Authority</b>	Bury
<b>Inspection number</b>	355755
<b>Inspection dates</b>	13–14 October 2010
<b>Reporting inspector</b>	Andree Keddle

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sylvia Mason
<b>Headteacher</b>	Mr Simon Waddington
<b>Date of previous school inspection</b>	12 November 2007
<b>School address</b>	The Hags Off Hollins Lane, Bury Lancashire BL9 8AY
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed eight teachers and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at documentation including safeguarding records, school policies, the school improvement plan, reports from the School Improvement Partner, assessment data, pupils' work and teachers' planning. They analysed 80 questionnaires received from parents and carers and those completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of all groups of pupils, to determine whether teaching and the curriculum are meeting their learning needs, particularly in mathematics and for higher-attaining pupils.
- The accuracy of the school's evaluation, in particular of the quality of teaching.
- The rigour and effectiveness of the leadership systems, including governance to drive improvement, lead teaching and learning and raise standards.
- The capacity of the current leadership to sustain improvement.

## Information about the school

This is an average-sized primary school. Most pupils are from White British backgrounds and very few pupils do not speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average and the percentage of pupils with special educational needs and/or disabilities is average. After-school care on site is managed by a private contractor and was not subject to this inspection.

The school has Healthy School status, the Artsmark bronze award, Eco Schools silver award and the intermediate International Schools award. A new deputy headteacher joined the school at the start of the summer term 2010.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school provides a satisfactory education for its pupils. From broadly average starting points when they enter the Early Years Foundation Stage, pupils make satisfactory progress overall to attain average standards in English and mathematics by the time that they leave at the end of Year 6. Fewer higher-attaining pupils reach above average standards in national tests at Key Stage 2 and in Key Stage 1 assessments than similar pupils nationally. Pupils' progress and attainment in English is better than in mathematics. The school's own data and pupils' work show increased progress being made and this is beginning to reverse the decline in standards in English and mathematics which were above the national average at the time of the last inspection.

Overall, teaching is satisfactory. There are inconsistencies in the quality of teaching and resulting variations in the progress pupils make. Assessment systems are in place so that the school is able to check on the progress that pupils are making. However, the assessment information is not always evaluated regularly enough to ensure prompt intervention in cases where pupils are not making expected progress. The school has recognised this issue and has recently changed the evaluation of assessment information, but the full impact of the new systems is not yet evident. The satisfactory curriculum is broad and balanced and is enriched by a range of extra-curricular clubs and educational visits. The impact of the curriculum on raising standards is yet to be fully realised.

This is a warm, welcoming and friendly school. Pupils say that they feel happy and safe and parents and carers agree. Pupils have a good understanding of what constitutes a balanced diet and enjoy healthy snacks in school. They participate well in regular physical activity both within the curriculum and after school. All staff care for the pupils very well and the pupils' well-being and emotional and social development is given a high priority. Pupils whose circumstances have made them vulnerable, in particular, are given good support.

The leadership team is focused on improving the school but, although self-evaluation has identified the correct areas for improvement, it is overgenerous with regard to the school's performance. Targets have been set for pupils but the use of assessment data has not been sharply focused enough to ensure that all targets are met. However, recent improvements in assessment procedures, staffing and the increase in pupils' progress means that the capacity for further improvement is satisfactory. The Governing Body holds the school to account satisfactorily. Governors and senior leaders monitor pupils' progress, but the use of data in this process is underdeveloped.

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## What does the school need to do to improve further?

- $\dot{\zeta}$  Raise standards of attainment and accelerate pupils' progress, particularly in mathematics by:
  - ensuring teaching is consistently good throughout the school
  - ensuring lessons are challenging, engaging and are well matched to the needs of all groups of learners, particularly higher-attaining pupils
  - involving support staff fully in supporting pupils in all parts of lessons including the teacher's delivery and in the plenary.
- Increase the effectiveness of leadership and management, including governance by:
  - ensuring that the governing body holds school leaders to account more closely through challenging questions and a clear understanding of data
  - making better use of data and information on pupils' progress to set suitably challenging targets and expectations for individuals or groups
  - making good use of assessment information to check on pupils' progress and to ensure rapid intervention if progress dips below what is expected
  - embedding regular and rigorous monitoring which holds teachers to account for the progress made by pupils in lessons and over time.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils enter the school with a level of skills and knowledge that is typical for children of their age with some strengths in their personal, emotional and social development. They make satisfactory progress in lessons throughout school as a result of satisfactory teaching over time. Progress accelerates when pupils experience good teaching well matched to their prior knowledge. During the inspection, pupils in upper Key Stage 2 made good progress in a well structured lesson focusing on the imaginative use of adverbs and adjectives to improve the quality of their writing. Where teaching is satisfactory, pupils make less progress, often because the pace of learning is not quick enough and too much time is given to the teacher input with too little time available for pupils' own work. Higher-attaining pupils make less progress than similar pupils nationally, because their work is not challenging enough. Progress for pupils with special educational needs and/or disabilities is satisfactory. Pupils' behaviour is satisfactory and this improves, too, when teaching is good. In good lessons, pupils show good levels of engagement and enthusiasm for learning.

Pupils' contribution to the school and wider community is good. They take on a range of roles in school including acting as play leaders at lunchtime to support younger pupils. There is good involvement in the local community. Pupils have undertaken litter picking with the rangers and have created and sold a calendar for a local nature reserve. They say their ideas are listened to and that they take part in decision making as members of the school council. Pupils have a good understanding of how to keep themselves safe. They

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understand the steps to take to use the internet safely and know what to do if they have any concerns. Pupils' current basic skills are improving and this, along with their above average attendance, provides a satisfactory basis for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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?

Where teaching is good, the pace of teaching and learning is brisk and activities are well matched to the pupils' learning needs. In good lessons, teachers use skilful questioning techniques to engage pupils and systematically improve their learning. For example, in a Key Stage 1 lesson, effective questioning by both the teacher and teaching assistant was used in a practical mathematics lesson. This helped the pupils to develop their understanding of measuring and their use of correct mathematical vocabulary. Another feature of good teaching and learning is when pupils engage in evaluating their own work using checklists of success criteria which help them judge whether they have met the learning objective for the lesson.

In satisfactory lessons, the pace of learning is slower and activities are not challenging enough. Planning relates mostly to what pupils are going to do in the lessons, rather than what they will learn. Learning objectives are too broad and not sufficiently focused on the precise skills and knowledge that different groups of pupils should acquire during the lesson. In group work pupils with special educational needs and/or disabilities often receive good support from teaching assistants. However, the deployment of teaching

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assistants by teachers in all parts of the lesson, for instance, when the whole class is answering questions posed by the teacher, is less well developed.

The curriculum has been reviewed to improve and extend the range of learning activities offered. The new curriculum is enjoyed by pupils and they talk with enthusiasm about visits off-site and residential trips. A wide range of extra-curricular clubs are well attended and include activities such as sewing, gardening, journalism, netball and stagecraft. Although the curriculum is broad and pupils find the topic work interesting, it has yet to impact fully on standards and therefore is judged to be satisfactory.

Pupils of all abilities and backgrounds are well cared for in the school's warm and welcoming environment. Relationships are good between staff and pupils. All groups of pupils receive good pastoral support, with vulnerable pupils being particularly well supported. The school has good, well-established procedures for helping new pupils settle into the school and gives good support to pupils transferring from one stage of education to the next.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school works successfully to form good relationships with parents and carers. Most parents agree they are well informed about their child's progress and that the school helps them to support their child's learning. The school works satisfactorily with other agencies and professionals particularly to support pupils' emotional development and well-being. Procedures to safeguard children are in line with government requirements and staff training is up to date. The school makes a satisfactory contribution to community cohesion and the school is a cohesive community where pupils feel safe.

The school's work in promoting equal opportunity and tackling discrimination is satisfactory. Monitoring systems are now in place to check on the progress made by different groups of pupils in a timely way in order to intervene if progress falls below what is expected. Pupils with special educational needs and/or disabilities are supported well, but more-able pupils could be challenged more in some lessons. Outcomes for pupils are satisfactory and the school's deployment of resources to achieve value for money is satisfactory. There has been a decline in standards since the last inspection, but the Governing Body and senior leaders have worked successfully to stop this decline and bring about an improvement in pupils' progress. Senior leaders ensure that all staff know the areas for improvement. Monitoring systems are in place, but they lack rigour in holding teachers to account for the progress made by pupils over time. Governors are enthusiastic

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in their support for the school but their questions are not always sufficiently challenging and based on a detailed understanding of school data on pupils' progress.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with a level of skills and knowledge that is broadly typical for children of that age. They make satisfactory progress overall, although in 2010 children made good progress in communication, language and literacy, and reading and writing. This was as the result of a new programme to help children develop their knowledge of letters and sounds. Progress is not as good in aspects of mathematics. By the time they enter Year 1, children's skills and knowledge are broadly in line with that expected for their age.

Some teacher-led tasks are too long and this results in some children losing focus on what they are learning. There are limited opportunities for children to apply their knowledge and skills to independent learning activities. However, when children do choose their own activities, there is an appropriate balance between indoor and outdoor learning and resources are used well. For example, in one lesson, the teacher used the interactive whiteboard to display a photograph of a bridge that some children had made outside with large construction equipment. One child was able to explain to the class that it was a bridge for 'Billy Goat Gruff' to use.

Children are happy, settled and secure and relate well to their key workers. When sitting in small groups with their key workers while having their fruit and milk there is much conversation and laughter. Routines are well established and staff make their expectations clear and reinforce these with praise regularly. Staff are effectively deployed to meet the needs of children with special educational needs and/or disabilities. The leadership and



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management of the Early Years Foundation Stage are satisfactory and staff are clearly directed and understand their roles and responsibilities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents and carers who responded to the inspection questionnaire are pleased that their children are happy, safe and healthy and enjoy attending this school. Inspection evidence supports these positive views. A large majority of parents and carers say that the teaching is good although inspectors' found this to be satisfactory overall. A very small minority of parents say that the school does not take account of their concerns and suggestions. Inspectors judge that school's engagement with parents and carers is good and there is evidence that parental concerns have been addressed and that communication is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollins Grundy 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	61	26	33	3	4	1	1
The school keeps my child safe	51	64	28	35	1	1	0	0
My school informs me about my child's progress	31	39	41	51	5	6	3	4
My child is making enough progress at this school	37	46	35	44	5	6	0	0
The teaching is good at this school	43	54	32	40	3	4	0	0
The school helps me to support my child's learning	30	38	39	49	8	10	3	4
The school helps my child to have a healthy lifestyle	28	35	51	64	1	1	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)	34	43	35	44	5	6	0	0
The school meets my child's particular needs	37	46	34	43	7	9	0	0
The school deals effectively with unacceptable behaviour	35	44	39	49	1	1	4	5
The school takes account of my suggestions and concerns	23	29	44	55	5	6	6	8
The school is led and managed effectively	35	44	38	48	2	3	5	6
Overall, I am happy with my child's experience at this school	42	53	32	40	4	5	1	1

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



15 October 2010

Dear Pupils

**Inspection of Hollins Grundy Primary School, Bury, BL9 8AY**

Thank you very much for the warm welcome you gave the inspectors when we inspected your school. Thank you for talking to us freely and giving your opinions in the questionnaires; you are clearly proud of your school. We were impressed with your friendliness and how safe and happy you feel in school. You enjoy school and, as a result, your attendance is good. You take on positions of responsibility in school, such as becoming play leaders and you make a good contribution to your local community. Your school cares for you very well and makes sure that you have a good understanding of how to keep yourselves safe.

Overall, we judged that yours is a satisfactory school. You reach average standards in your work as the result of satisfactory teaching.

To help your school become even better, we have said that senior leaders should:

- help you to achieve higher standards in your work, particularly in mathematics by making your lessons more challenging and more closely matched to your levels of knowledge
- improve the way they check on your progress to make sure that all of you make good progress in your learning.

You can help by continuing to try your best and by working hard so that you achieve your targets.

Yours sincerely

Andrée Keddle

Lead inspector

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