

Hollingworth Primary School

Inspection report

Unique Reference Number	106179
Local authority	Tameside
Inspection number	377368
Inspection dates	16–17 November 2011
Reporting inspector	Denise Shields

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	214
Appropriate authority	The governing body
Chair	Chris Neale
Headteacher	Susan Tickle
Date of previous school inspection	22 January 2009
School address	Market Street Hollingworth Hyde SK14 8LP
Telephone number	01457 762136
Fax number	01457 765288
Email address	head@hollingworth.tameside.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 13 lessons or part-lessons and these included the observation of nine teachers. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them potentially vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils, staff and the 78 questionnaires returned by parents and carers was scrutinised.

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

- Inspectors evaluated the quality of teaching to determine whether pupils' work is sufficiently challenging in writing and mathematics.
- The team explored how well assessment information is used to adjust teachers' planning in order to accelerate pupils' learning and progress.
- The team evaluated the organisation of the curriculum, to establish its impact on pupils' outcomes particularly in writing and mathematics.
- Inspectors considered if the school's arrangements to monitor and secure improvements in levels of attendance are robust.
- Inspectors evaluated whether leaders and managers at all levels are effective and enable the school to secure improvement.

Information about the school

This is a slightly below average sized primary school. Numbers on roll are steadily increasing. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is above average. A broadly average proportion of pupils are assessed as having special educational needs and/or disabilities. Each year more pupils than average join the school in Key Stage 2. The school holds Healthy School status.

A new headteacher was appointed in September 2011.

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 is a satisfactory school. It is caring and friendly. Good care, guidance and support ensure that pupils feel safe, behave well and gain a good understanding of healthy lifestyles. Pupils comment that they thoroughly enjoy the good range of activities beyond lessons; many participate eagerly in these and as a result, their confidence and self-esteem improve. Most pupils are keen to succeed in their lessons, but many are uncertain about how to improve their work. This is because marking does not consistently provide constructive comments to help pupils improve their learning. The large majority of pupils say they like school and most attend school regularly and arrive on time. However, too many families take their holiday during term time and do not ensure their children arrive promptly for the start of the school day; this interrupts their children's learning and progress. The school has recently established a wide range of measures to address this, but it is too early yet to judge their full impact.

Children have a good start to their education in the Early Years Foundation Stage. Typically, children enter the nursery with below expected skills. They enjoy learning and achieve well. In Key Stages 1 and 2, the quality of teaching and learning is variable. Although good practice was observed during the inspection, overall, the quality of teaching is satisfactory. As a result, all groups of pupils make satisfactory progress generally, including those with special educational needs and/or disabilities. However, progress in writing and mathematics is not as strong as in reading. This is because, in all classes, planned work is not always closely matched to pupils' needs and abilities, especially for that of the more able pupils. By the end of Year 6, pupils' attainment in reading, writing and mathematics is average. Taking account of pupils' typically average starting points when they enter Year 1 and the varying numbers of pupils who join the school during Key Stage 2, this represents satisfactory achievement.

Since her appointment, the headteacher has quickly focused the school on moving forward. The school's self-evaluation is broadly accurate and so most priorities for improvement are well-chosen. Management systems to track the progress made by pupils over time are robust. Revised arrangements enable the school to focus more precisely on, and tackle, any underachievement. Amongst all staff, team work is strong and there is a shared vision for the future. Senior and middle leaders have a clear understanding of their responsibilities, but their roles are still developing and they are not yet fully involved in monitoring and evaluating the quality of education,

including pupils' performance. Consequently, while they now contribute to improvement planning their input is not as effective as it could be. The knowledgeable governing body is supportive, but is at an early stage of holding the school to account. The majority of the areas for improvement identified at the time of the previous inspection have been addressed. As a result, the school demonstrates a satisfactory capacity for sustained improvement.

Up to 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.

What does the school need to do to improve further?

- Increase the rate of progress made by pupils in writing and mathematics by ensuring that:
 - pupils have plenty of opportunities to write in all subjects and to use their mathematical skills in a range of contexts
 - careful use is made of assessment information in all classes to plan exciting activities, including the use of new technology, that are precisely tailored to pupils' needs and abilities, in particular that of the more able
 - teachers' questioning consistently challenges pupils to think more deeply about their learning
 - marking always makes clear to pupils how to improve their work.
- Increase the effectiveness of leaders and managers by ensuring that:
 - the roles of senior and middle leaders and managers are developed further, so that they can regularly check the quality of provision and pupils' progress in their areas of responsibility to enable them to contribute more effectively to the process of school improvement
 - the governing body contributes more rigorously to the process of monitoring and evaluation, to enable its members to hold the school to account.
- Improve attendance and punctuality by ensuring that:
 - arrangements to monitor and encourage regular attendance and punctuality are developed further
 - robust action is taken to emphasise to parents and carers the importance of not taking family holidays during term time.

Outcomes for individuals and groups of pupils

3

Relationships are friendly and most pupils are not afraid to ask for help if they need it. In lessons, most pupils listen carefully and concentrate well. The majority of pupils willingly answer their teachers' questions, but too often these do not challenge pupils to think more deeply about their learning. Consequently, this holds back pupils' ability to become confident and independent learners. The large majority of pupils say they enjoy learning, especially when their tasks are exciting and challenging or when they are given the chance to work with a partner or in small groups. This was evident in one lesson, when pupils worked in small groups and, in response to their

teacher’s ‘quick-fire’ questions, solved problems adding decimal numbers together. Because the task was challenging and fun, all groups of pupils rose to the challenge and their enjoyment of learning and progress was good. When activities are practical, for instance, when pupils use the interactive whiteboard and tasks are closely matched to their ability, pupils’ attention is captured and they become engrossed in their learning. However, where tasks are mundane and fail to gain pupils’ full attention, their learning is more limited.

Achievement is satisfactory. In all classes, reading skills are taught effectively and so most pupils are becoming confident readers. Pupils’ writing and mathematical skills are not as strong. This is because they do not have enough opportunities to practise and improve their writing in all subjects and they have too few chances to use their mathematical skills in a range of contexts. More-able pupils are not consistently given sufficiently challenging work to enable them to reach their full potential. The school has recently introduced a range of targeted intervention programmes, to boost the writing and mathematical skills of pupils in danger of underachieving. Inspection findings show early signs of success, but it is too early to judge their full impact on increasing pupils’ learning and progress. Pupils with special educational needs and/or disabilities make satisfactory progress and enjoy learning because of the sensitive guidance they receive from teaching assistants during group work.

Pupils’ spiritual, moral, social and cultural awareness is satisfactory. There are strengths in their moral and social understanding and this has a positive influence on pupils’ good behaviour, and the relationships they form with each other and adults. The majority of pupils are keen to help and support each other. This has a good impact on their self-esteem, confidence and progress. Overwhelmingly, pupils say they feel safe. They understand well about how to lead healthy lives. Sport is enjoyed and pupils understand the importance of eating well-balanced meals. Attendance is average and punctuality satisfactory. The high rate of family holidays taken during term time interrupts pupils’ learning and progress. A small minority of pupils regularly arrive late each day and consequently often miss the start of their lessons.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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

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

The extent of pupils' spiritual, moral, social and cultural development	3
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How effective is the provision?

In the best lessons, the pace is lively and teachers enthuse pupils through the use of exciting activities and resources. Questioning is effective and enhances pupils' skills and knowledge well. The ends of lessons are used well to reinforce key teaching points and to check what pupils have learnt. These features, however, are not consistent in every class. Sometimes teachers talk for too long and the pace of the lesson is too slow. Although the interactive whiteboard is sometimes used, for instance, to display new concepts or pupils' tasks, it is rarely used to its full potential to fully involve pupils and promote their learning. Teachers do not consistently take sufficient account of assessment information and, as a result, tasks are not always adapted well enough to meet the precise needs of pupils' different levels of attainment in each class, especially for that of the more able. In several instances, marking is helpful, but this is not so in all classes. Consequently, many pupils say that they are not certain how to improve their work.

The curriculum is suitably organised. It is under review so that it better reflects pupils' interests and allows them to practise and apply the skills they learn in a range of contexts. Appropriate adjustments are made to meet the requirements of pupils with special educational needs and/or disabilities. There are good opportunities for pupils to develop their reading skills, for instance, during the daily letters and sounds sessions in Years 1 to 3. But there are not enough opportunities for them to practise their writing skills in lessons or to improve their mathematical skills in a variety of subjects. Good provision is made for pupils' personal, social and health education. The wide range of activities beyond lessons is greatly enjoyed by pupils.

Good quality care, guidance and support are provided throughout the school. Special emphasis is placed on pupils' pastoral care. All adults know pupils well and this is appreciated by them. As a result of the good liaison with external agencies, those pupils whose circumstances make them the most potentially vulnerable receive good support; this has led to noticeable improvements in their behaviour, self-esteem and confidence. Arrangements to help pupils move from year group to year group and then onto secondary school are satisfactory. The school is fully aware of the need to improve attendance and punctuality. Recently, it has introduced a rigorous range of systems to reduce absenteeism and ensure pupils arrive at school on time, however, it is too early yet to judge their full impact.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a crystal clear vision for the future of the school; she is determined to secure the best possible opportunities for pupils and staff alike. Since her appointment, she has swiftly but sensitively brought about change. For instance, appropriate plans to bring about improvement are now firmly in place and priorities for development are broadly accurate. Robust revisions have been made to the system to track the progress pupils make over time. Staffs' professional development is now better linked to the school's priorities for improvement. Amongst staff, morale is good; the high return of questionnaires from staff indicates they are proud to be part of the staff team. A regular cycle of monitoring and evaluation has been firmly established. However, because the roles of senior and middle leaders and managers are still developing they are not yet able to make a fully effective contribution to enhancing provision and improving pupils' outcomes.

The governing body discharge its statutory responsibilities well. However, whilst it does monitor aspects of the school's work, these arrangements are not rigorous enough and so members of the governing body are not able to be fully involved in shaping the school's future direction. The school complies with statutory requirements for safeguarding, health and safety, and child protection. Satisfactory arrangements are in place to promote equal opportunity and to tackle discrimination. As a result, the school is a friendly community in which to work and learn.

The school promotes community cohesion successfully within its own community and the immediate local area, but pupils have more limited opportunity to develop an understanding of the wider national and global communities. Good partnerships with external agencies support pupils' well-being and help to raise their confidence and self-esteem. Wider partnerships, for instance to raise the quality of pupils' learning are developing. Many parents and carers are active partners in their children's learning and in the life of the school; their relationships with the school are good. Nevertheless, a small minority does not ensure that their children attend school regularly and on time.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Children are warmly welcomed into the Nursery and Reception classes. Good liaison with parents and carers and effective induction arrangements ensure that children settle quickly and follow routines. Children are cared for well. As a result they have trusting relationships with adults, behave well, play happily together and enjoy learning. Teaching and learning are consistently good and so children make good progress. Children’s early communication skills are developed particularly well because there are plenty of exciting opportunities for children to practise these skills each day. Typically, by the time they enter Year 1, the majority of children are working securely at the expected levels for their age.

There is a wide range of planned activities that has a good balance between those that children can choose for themselves and those led by an adult. A notable feature is the imaginative activities that often follow the children’s interest, such as themes, which include spacemen, fairytales and a castle complete with a drawbridge. Just occasionally, children sit for too long on the carpet and as a consequence their progress is slower. The outdoor area is not easily accessible from the classrooms. Adults, however, ensure children get plenty of chances to learn and play outside and good use is made of the wildlife garden. Adults work extremely hard to make the very best use of outdoor resources that are sometimes tired and old, as a result, children’s learning and progress is not held back. The system to regularly assess children’s achievements and then carefully adjust the Early Years Foundation Stage planning is exemplary. The leadership and management of the Early Years Foundation Stage are good. All adults work together enthusiastically and effectively as a team. Leaders have an accurate view of what to do next and clear plans to develop the stage further.

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 in the Early Years Foundation Stage	2

Views of parents and carers

Inspectors received an average response to the inspection questionnaire. Almost all of the parents and carers indicate a positive view about all aspects of the school’s work. Inspection findings endorse these positive views. A few parents and carers consider that the school does not help them to support their children’s learning or take their suggestions and concerns fully into account. Through their extensive review of the school’s records and discussions with staff, the inspectors found the school has effective arrangements to help parents and carers support their children’s learning and efficient systems for seeking and acting upon parents’ and carers’ views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollingworth 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	69	22	28	1	1	0	0
The school keeps my child safe	56	72	22	28	0	0	0	0
The school informs me about my child's progress	42	54	32	41	2	3	0	0
My child is making enough progress at this school	41	53	32	41	2	3	1	1
The teaching is good at this school	47	60	29	37	0	0	0	0
The school helps me to support my child's learning	43	55	29	37	5	6	0	0
The school helps my child to have a healthy lifestyle	51	65	26	33	0	0	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)	41	53	30	38	3	4	0	0
The school meets my child's particular needs	46	59	29	37	0	0	1	1
The school deals effectively with unacceptable behaviour	40	51	32	41	3	4	1	1
The school takes account of my suggestions and concerns	39	50	32	41	4	5	1	1
The school is led and managed effectively	43	55	33	42	0	0	0	0
Overall, I am happy with my child's experience at this school	50	64	28	36	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



18 November 2011

Dear Pupils

Inspection of Hollingworth Primary School, Hyde, SK14 8LP

Thank you for the very friendly welcome you gave the team when we came to inspect your school. Hollingworth is a satisfactory school and some aspects are good. These are some of the things we found out.

- Adults take good care of you and help you to learn about healthy lifestyles and how to stay safe. Your behaviour is good and you all get along with each other.
- You told us you have lots of activities after lessons and interesting visits and that these help you learn many new things. We agree.
- The children in the Nursery and Reception classes have a good start to their education. They learn lots of new things and achieve well.
- You told us that some of your lessons are fun, but not all of them. We have asked your school to ensure that work is always just at the right level to help you all learn more quickly and to give you lots of chances to practise your writing skills and to help you improve your mathematical skills too. You can help too by working hard and always trying your very best at all times.
- Many of you also said that you are not certain how to make your work better. We have asked your teachers to make sure that when they mark your work their comments always tell you how you can improve.
- Your new headteacher and all staff work together well. We have asked her to find ways to help all staff check how well you are all doing and carefully plan what needs to be improved. We have also asked her to ensure the governing body keeps a close check on developments too.
- Many of you go on a holiday during the school term and lots of you do not arrive on time each day. This means that you miss important lessons. We have asked your school to find ways of working with your families to improve your attendance and punctuality. You can all help too by trying very hard to get to school on time each day.

Thank you for helping with the inspection.

Yours sincerely,

Denise Shields
Lead inspector

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