

Hollingwood Primary School

Lilac Street, Hollingwood, Chesterfield, S43 2JG

Inspection dates 13–14 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress is not consistently strong in Years 1-4.
- Tasks are not always at the right level for pupils, especially the more able.
- Some younger or less able Year 1 pupils who are not ready for Key Stage 1 work are not given the right activities.
- Different teachers mark work in different ways and do not look for the same things in pupils' handwriting.
- Staff do not teach the match between letters and sounds (phonics) well enough.
- Leadership and management require improvement - teachers' work is not reviewed well enough to improve teaching as rapidly as is needed.
- The way the school plans for improvement is too complex, and so it is hard to check on how well it is going.

The school has the following strengths

- Spiritual, moral, social and cultural development is good. Pupils show great respect for each other and a good sense of right and wrong.
- There have been clear improvements since the last inspection, particularly in Nursery and Reception.
- Achievement is improving in Key Stage 2.
- The headteacher and deputy have a clear vision that is reflected in the environment created in the new building. This has generated high levels of enthusiasm and pride in the school.
- Pupils are safe and they behave well. They work together effectively.

Information about this inspection

- Inspectors observed 16 lessons and a range of small group sessions.
- They observed the work of the school, and looked at a number of documents, including the school’s own data on pupils’ progress and attainment, planning and monitoring documents, records relating to behaviour and attendance, and documents related to safeguarding.
- Meetings were held with a group of students, the Chair of the Governing Body and staff including the subject co-ordinators, and the co-ordinators of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
- Inspectors took account of 19 responses to the online questionnaire (Parent View) and the school’s latest survey of parents’, staff and pupils’ views.
- Inspectors looked closely at pupils’ work, both current work and work from the previous year, to establish a view of typical teaching and learning across the school. This was particularly extensive for Years 3 and 4 as these classes were away on a residential trip during the inspection.
- Inspectors also heard pupils read.

Inspection team

Christine Merrick, Lead inspector	Additional inspector
Nicholas Capron	Additional inspector
Stephen Fletcher	Additional inspector

Full report

Information about this school

- Hollingwood is a larger than average sized primary school.
- The proportion of pupils supported through school action (1.4%) is smaller than average.
- A larger than average proportion (12.2%) are supported at school action plus or have a statement of special educational needs.
- A large majority are of White British heritage and there are very few pupils who speak English as an additional language.
- The school has a smaller than average proportion (13.1%) of pupils who are known to be entitled to the pupil premium (money allocated to schools by the government).
- It meets the government floor standards, which are the minimum standards expected for attainment and progress.

What does the school need to do to improve further?

- Raise the proportion of good or better teaching by
 - ensuring that all staff implement school policies consistently, particularly those related to marking and handwriting
 - sharing the good and outstanding practice that exists across the school
 - providing staff with appropriate training so that they have sufficient skills and knowledge to teach phonics (the relationship between letters and sounds) well.
- Increase the proportion of pupils making better than expected progress, particularly in Years 1-4, by ensuring that
 - tasks set meet the needs of all the pupils
 - the most able are challenged well
 - the pupils in Key Stage 1 who are not ready for Key Stage 1 work have an appropriate curriculum.
- Implement performance management procedures more rigorously so that staff better understand how they need to improve. Provide specific individual targets that are fully supported with appropriate training in order to meet those targets.
- Streamline the school improvement plan, making it more manageable and more tightly focused on very specific areas. Ensure leaders and managers at all levels, particularly subject leaders and governors, monitor and evaluate the impact of initiatives effectively.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not as strong in Years 1 to 4 as it is in the Early Years Foundation Stage and Years 5 and 6. However, the school's data analysis shows that the improving trend in Year 6 results is continuing. A very small minority of pupils make better than expected progress through Key Stage 2. This proportion is growing year on year.
- Assessment processes in Key Stage 1 and in Foundation Stage have been unreliable in the past. The deputy headteacher has worked with staff to improve this, raising and clarifying expectations. This better knowledge of pupils' start points has not yet had time to impact on standards at the end of Key Stage 1, which remain around the average.
- Attainment on entry to Nursery is in line with expectations in some areas of learning. In other aspects, for example communication and language and mathematical development, it is below expectations. By the time the children enter the Reception Year they are nearer to the level expected and they make good progress to the end of the Early Years Foundation Stage.
- Disabled pupils and those who have special educational needs make similar progress to their peers as a result of early identification and targeted intervention. Some do better, but weaknesses in the teaching of phonics and in the teaching of the lower attainers in Year 1 slow their progress.
- Achievement for the small minority of pupils who are known to be eligible for the pupil premium is typically good by Year 6. They often reach as high standards as their peers and sometimes the gap is closed entirely.
- Achievement in reading has varied in recent years. The school's 2012 results show proportions of pupils reaching the higher levels have improved at Key Stage 2. Older pupils talk enthusiastically about their favourite authors and enjoy reading. Younger children sometimes find sounding out words difficult.

The quality of teaching

requires improvement

- There is not enough good or better teaching, though some is outstanding.
- Outstanding teaching in upper Key Stage 2 includes creative, collaborative activities which pupils engage in enthusiastically. Work is conducted at a brisk pace and there is a great sense of enjoyment in learning. All pupils make excellent progress and contribute to the learning of others by their willingness to participate.
- Questioning is used effectively in good or better lessons to explore understandings and address misconceptions. In these lessons expectations are high and planning caters effectively for all pupils needs including disabled pupils and those who have special educational needs.
- Learning slows in weaker lessons where tasks set are not adjusted to meet the needs of all children and challenge the most able. These lessons are characterized by overly structured activities, with limited opportunities for pupils to investigate or work independently.
- Provision in the Early Years Foundation Stage has improved significantly. There are good opportunities for learning indoors and outside, and a balance of teacher-led and child-

chosen activities. Parents welcome the opportunity to spend time sharing books with their children. Children settle quickly in this welcoming atmosphere and enjoy their learning.

- Pupils experience discontinuity in ways of working when moving from Foundation Stage to Key Stage 1. At the beginning of Key Stage 1 pupils spend too much time sitting listening to the teacher and engaged in formal activities. The youngest and less able pupils find this particularly difficult, and it slows their learning.
- Phonics teaching is variable and in some cases teachers' knowledge is insecure. As a result pupils acquire these skills more slowly and some do not use them as effectively as they should by the end of Key Stage 1. For less able pupils this means that the process of learning to read is more difficult.
- Teaching across the school is inconsistent because school policies are not followed in all classrooms. For instance, marking systems are not always used to promote pupils understanding of what they need to do next to improve and expectations of presentation and letter formation vary from class to class.

The behaviour and safety of pupils are good

- Parents, carers and pupils feel that behaviour in school is good. Bullying of any kind is rare and pupils trust when it does occur it will be dealt with quickly and fairly. There is a worry box so that concerns can be shared privately and there are good relationships with adults. As a result pupils feel safe and secure in school.
- Pupils are polite, courteous, friendly and have good manners. Lessons are not disrupted by bad behaviour and the atmosphere in school is calm and purposeful. Occasionally, where teaching is weaker, pupils lose interest and concentration.
- Pupils are able to collaborate effectively when given group tasks such as performing their own myth or legend, and they listen well to each other's ideas.
- Pupils understand how to keep themselves safe. They move around school in an orderly way and take great pride in the facilities that the new building offers. At break times they play well together. They respond well to known routines and return to their classrooms quietly and without fuss. Lunchtimes are sociable events.
- Pupils showed great respect during an assembly. Their behaviour was impeccable as they listened extremely attentively and reflected very thoughtfully when issues were discussed. Year 3 and 4 pupils also showed great maturity and patience when preparing to leave for their residential visit.
- Attendance has remained consistently above average over a sustained period. The school makes every effort to follow up on absences and ensure that families are aware of the importance of pupils coming to school. Exclusions are rare because behaviour is well managed and pupils' behaviour is good.

The leadership and management requires improvement

- Leaders and managers have focused time, energy and attention on ensuring that the new building reflects their vision for the school. As a result the environment for learning is much improved since the last inspection. It supports collaborative working and flexible approaches. Pupils and staff are enthusiastic about the new facilities and proud of the

school.

- The headteacher and deputy headteacher analyse data effectively. They examine the performance of groups of pupils well and understand the strengths and weaknesses of the school. This approach is beginning to be used by others, for instance in the analysis of test papers by the mathematics co-ordinator. This information is also used with older pupils so that they understand where they are and what they need to do next.
 - Middle managers have begun working on monitoring and evaluating provision through joint observations with the senior leadership team. Some do not yet have the skills or the confidence to perform this well. The impact of the initiatives they have introduced, for instance the focus on questioning and work on writing is not yet effectively monitored to ensure consistency across school.
 - Teachers' performance is reviewed by the senior leadership team but monitoring is not effective enough to accelerate improvements to teaching. Teachers do not all have regular opportunities to discuss the quality of their work, identify individual areas for improvement, set targets and learn from colleagues whose practice is better.
 - The school improvement plan is a wide-ranging and very detailed document but it is not easily managed. It includes broad objectives with multiple actions that are not easily monitored. It is not evaluated robustly to ensure that priorities and deadlines are met successfully. A timetable has been created to address the 'slippage' in timescales for completion of identified actions.
 - The learning mentor and her teaching assistant work closely with the headteacher to ensure that all pupils can access all aspects of school life. They are particularly successful in working with families to support pupils with behaviour difficulties. Discrimination and derogatory language are challenged.
 - Local authority support has lacked continuity with the school having four different link inspectors in the last four years. In response to the dip in Key Stage 2 outcomes in 2011 further arrangements are now in place for the school to receive additional support.
 - **The governance of the school:**
 - supports the school well and where governors have specific expertise they are able to hold the school to account
 - receives good information from the senior leadership team and governors have been involved in some monitoring and evaluation of improvements in teaching and learning
 - has not robustly evaluated the success of the school improvement plan.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112794
Local authority	Derbyshire
Inspection number	401308

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	278
Appropriate authority	The governing body
Chair	John Kryskowiak
Headteacher	Stephen Hull
Date of previous school inspection	18 May 2010
Telephone number	01246 472417
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