

# Hollins Grundy Primary School

The Hags, Off Hollins Lane, Bury, Lancashire, BL9 8AY

**Inspection dates** 12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children's skills when they start in the Reception class are broadly as expected for their age. By the time they leave Year 6, they have made good progress from their different starting points because they all receive equal opportunity to do well.
- Pupils make excellent progress in writing since highly trained adults use a range of different activities and independent tasks that support individual pupils very well.
- The teaching is good with some that is outstanding. Adults' support is well used to develop pupils' basic skills in reading, writing and mathematics.
- Pupils check their own work, especially at Key Stage 2. As a result they know their strengths and what else to improve.
- Most pupils are articulate and able to express their opinion very clearly. This is because of their strong speaking and listening skills.
- Pupils feel safe, happy and enjoy being at the school as the site is well secured and they are looked after well by adults. Most pupils show a good understanding of safe use of the internet.
- The headteacher, other senior leaders and the governing body have worked hard since the previous inspection and, as a result, achievement, teaching, behaviour and safety are all now good.
- The local authority has been providing well targeted support to meet the needs of the school.

### It is not yet an outstanding school because

- The rate of pupils' progress in mathematics is not as fast as in writing.
- Not enough teaching is outstanding in order to ensure that pupils make consistently outstanding progress across the school.
- The subject leaders' skills are not sufficiently well developed to monitor the impact of using new strategies.
- Monitoring of children's progress in the Early Years Foundation Stage, including the monitoring of reading, is not strong enough.

## Information about this inspection

- Inspectors observed teaching and learning in 11 lessons, of which two were joint observations with the headteacher. In addition, inspectors made a number of shorter visits to other lessons. Seven teaching staff were observed, amounting to eight hours in lessons. Inspectors also listened to pupils read and scrutinised their work.
- Meetings were held with two groups of pupils, the Chair and Vice-Chair of the Governing Body, senior leaders and a representative from the local authority.
- Inspectors looked at documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety and the monitoring of teaching and learning. They looked at the school's spending in relation to the pupil-premium funding.
- Inspectors took account of the views of 24 parents in the online questionnaire (Parent View) and the school's own survey of the views of parents and pupils. The views of parents were sought at the start and end of the school day. Inspectors scrutinised seven questionnaires completed by staff.

## Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Sheila Loughlin

Additional Inspector

## Full report

### Information about this school

- Hollins Grundy Primary School is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil-premium funding is below average.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average. Currently, there are two disabled pupils.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is well below average.
- The school provides a breakfast club which is not managed by the governing body. This is subject to separate inspection arrangements.
- Awards held by the school include Healthy School status, the Activemark, Artsmark Bronze, International Schools Intermediate and Eco School Silver awards.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the rate of pupils' progress, particularly in mathematics and in the Early Years Foundation Stage by:
  - increasing the proportion of teaching that is outstanding
  - ensuring that teachers prepare lessons that meet the needs of all ability groups, especially the more-able pupils
  - increasing the use pupils make of resources such as information and communication technology as tools for learning
  - making sure that systems to assess and monitor the progress of children in the Early Years Foundation Stage are as effective as in the rest of the school.
- Improve the impact of leadership and management on increasing rates of pupils' progress by developing subject leaders' skills in checking the effectiveness of newly introduced ways of working, particularly related to improving reading.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well during their time at the school and leave Year 6 having made good progress overall in English and mathematics. However, not enough pupils are stretched so far as to enable them to attain the highest levels, especially in mathematics.
- Children's skills vary when they join the Reception class but are generally as expected for their age. They make satisfactory progress so that their communication and personal skills are broadly average when they join Year 1. This is because they are supported well by knowledgeable adults.
- There was a dip in the results of the screening test in reading for six-year olds in 2012. Swift action and the adoption of new teaching methods since the beginning of the current term are starting to have an impact on improving pupils' attainment in reading. For example, in a Year 1 English lesson, the teacher used the correct and apt words to sound out letters that were well modelled by pupils. Standards in reading at the end of Year 2 are usually broadly average and they are above average by the end of Year 6.
- Standards in writing are above average and pupils make outstanding progress because there is clear feedback, lessons are exciting and pupils have opportunities to contribute to their own learning, especially in Year 6.
- At Key Stage 2, pupils' progress and attainment have improved in recent years. This trend is continuing in 2012, although progress in mathematics is weaker than in writing. Pupils' work in most classes shows that pupils in Years 3 to 6 are now making good progress. In Year 6, progress in English is outstanding and in mathematics, it is good.
- Pupils who are disabled and have special educational needs and those pupils supported by additional funding through the pupil premium or because they speak English as an additional language make consistently good progress; some make outstanding progress. They are given very good support in lessons and in small groups to help them with their work.
- Gaps are narrowing between how well different groups of pupils are doing. In particular, the effective deployment of support staff is helping girls to catch up with boys in mathematics.

### The quality of teaching is good

- Teaching has improved to good since the previous inspection due to effective staff training. A small proportion of teaching is outstanding. As a result pupils make good progress in their basic skills in reading and mathematics and excellent progress in writing. Teaching is not consistently good or outstanding because teachers do not always plan lessons that cater for all pupils' abilities, especially the more able. Also, they miss opportunities to use modern technology, such as information and communication technology, to improve their teaching and pupils' learning.
- Teachers have high expectations and assess their own teaching practices. Lessons are planned well with a key focus on individual support for those pupils who need extra help and those who are at risk of falling behind.
- In one Year 6 lesson, pupils focused on a complex writing task giving instructions for younger pupils on how to find a teddy bear. This was a difficult process involving a whole range of skills such as mind-mapping, peer discussion, self-assessment and actually teaching the younger pupils. As a result, pupils learnt new skills, such as the presentation of information in a relevant way to an audience, and made an excellent progress.
- In one Year 4 mathematics lesson, pupils built on their prior knowledge of length and units of length to investigate the size of different practical shapes, such as a room and the school hall using 'face and shoulder partners'. Learning outcomes were based on each different group's needs. As a result pupils enjoyed the activities and improved their team-building skills well.
- Assessment and marking are strong, especially in Year 6 writing where the excellent review process places the key focus on pupils checking their own work. As a result pupils know their

strengths and how to improve further. However, assessment and monitoring in the Early Years Foundation Stage is weak and, as a result, children's progress is hindered, especially that of the higher achievers.

- Teachers use a range of different ways to improve pupils' independent learning skills. For example, the focus on doing a 'fair test' in one Year 3 science lesson using practical resources, helped pupils to learn about friction. This ensures pupils are fully involved and allows them to develop their own strategies to solve problems.

### **The behaviour and safety of pupils are good**

- Almost all parents, pupils and staff feel that pupils are safe and happy at the school. This is because of the very caring adults who support the pupils. As a result pupils have a positive attitude toward their learning in class and demonstrate mature practice when getting along with each other in the playground. Behaviour is not outstanding because on some occasions pupils have to be reminded about applying the best behaviour rules.
- Pupils interact very well with adults. They are proud of their school and share their views about it with confidence. This is a result of their excellent speaking and listening skills, acquired from the early stages of their learning in the school. The school council makes a positive contribution in the life of the school such as participation in appointing the post of deputy headteacher and attending governing body meetings.
- Spiritual, moral, social and cultural aspects are strong. There is a rewards and sanctions system clearly displayed and applied throughout the school. As a result pupils know the difference between right and wrong and the consequences when these rules are not followed.
- Bullying is rare and dealt with effectively by the school. Most pupils have a clear understanding of different forms of bullying and what constitutes bad language. Consequently, they know that this is something they must not do because it will hurt others either physically or emotionally. Pupils have a good understanding of the safe use of the internet.
- Pupils with special educational needs are fully involved in the life of the school. This is because pupils and adults around them ensure they are treated equally. As a result they are happy and enjoy school life.
- As a result of a range of effective support, those pupils whose circumstances put them at risk have improved in their behaviour and make good progress in their learning.
- The school has very good policies, procedures and strategies to improve attendance. There is targeted support for persistent absences through the parent support advisor. As a result attendance is above average and punctuality is good.

### **The leadership and management are good**

- The headteacher and other senior leaders, with the clear support of the governing body and the local authority, have worked hard to improve the school since the previous inspection. As a result it is a good school because achievement, teaching, and behaviour and safety are good.
- There are high expectations from almost all leaders. Challenging targets are set for each teacher linked to improving the progress and achievement of each pupil by improving their teaching.
- There is a much more robust monitoring and tracking system in place since the previous inspection. This has helped to give clear direction in identifying weaknesses. As a consequence, additional guidance and training have been given to teaching and support staff. This is linked to salary progression, based on improving achievement for all groups of pupils.
- In the light of falling attainment in early reading skills, senior leaders took swift action to train staff in the teaching of the links between letters and sounds, and the teaching of reading. Attainment is beginning to rise but subject leaders do not yet play a strong enough role in monitoring the impact of new ways of working related to reading or other aspects of school life.
- The school's checks on how well it is doing are accurate because leaders are clearly aware of the

strengths and areas for improvement. There is a clear focus on raising attainment and, as a result, standards have been rising since the previous inspection. For example, a greater proportion of pupils now achieve Level 6 in writing, which is two levels above the minimum expected for this age group.

- The curriculum meets pupils' needs well. It has a wide range of subjects and is enriched through off-site visits such as to a landfill site to promote environmental issues, and after-school activities. The school promotes equal opportunities for the different groups and tackles discrimination well. Parents are very happy and feel the school is very supportive of their children's needs.
- The local authority has provided suitable support for the school in recent years. At present, it receives 'tailor-made' support based on its proven ability to improve itself.
- **The governance of the school:**
  - Since the previous inspection, the governing body has had a better impact on improving the school. It is challenging, supportive and has a good grasp of the school's strengths and weaknesses, including in comparison with other schools, and how well different groups of pupils achieve. As a result achievement is now good. Regular checks ensure that safeguarding procedures meet current requirements. The governing body is aware of the good teaching in school and how this is rewarded. It knows how well the pupil-premium funding is spent, which includes employment of the parent support advisor, and checks its impact on closing the gap in the performance between these pupils with that of other groups. Effective training has enhanced the skills of the governing body.

## 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

<b>Unique reference number</b>	105314
<b>Local authority</b>	Bury
<b>Inspection number</b>	404983

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

<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>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wasim Mir
<b>Headteacher</b>	Simon Waddington
<b>Date of previous school inspection</b>	13 October 2010
<b>Telephone number</b>	0161 796 0476
<b>Fax number</b>	0161 796 3422
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