

Hollington Primary School

Hollington Old Lane, St Leonards on Sea, East Sussex, TN38 9DS

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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

- Teaching is good and almost all pupils make good progress and achieve well. This includes disabled pupils and those who have special educational needs and those for whom the school receives additional funding.
- Children make good progress in the Early Years Foundation Stage from low starting points, because of good teaching and support that is well focused.
- Behaviour is good and this supports learning well. Around the school pupils are polite, friendly and know how to keep safe.
- School leaders have been successful in improving teaching and this in turn has helped improve pupils' progress.
- The headteacher is relentless in his drive for continuing improvement and is supported very well by his senior team and the governing body.

It is not yet an outstanding school because

- There is not enough outstanding teaching and very occasionally some lessons require improvement.
- Marking is inconsistent and pupils do not always respond to teachers' advice.
- Although pupils achieve well, attainment in English at the higher Level 5 is below average.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 22 lessons.
- The inspection team held meetings with governors, staff, pupils and a telephone conversation with a representative of the local authority. They also talked to a small number of parents as they brought their children to school.
- The team observed other work of the school, including assembly, plans for improvement, recent reviews of the school's provision, safeguarding information, assessment records, attendance information and the school's checks and information on pupils' progress.
- Account was taken of the 42 questionnaires completed by staff and the 40 responses noted on the on-line Parent View survey.

Inspection team

Gavin Jones, Lead inspector	Additional inspector
Joanna Jones	Additional inspector
Josephine Lewis	Additional inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school. It has provision for the Early Years Foundation Stage in one Nursery and three Reception classes. There are 32 children attending on a part-time basis in the Nursery.
- The majority of pupils are of White British heritage, with a lower than average proportion of pupils from minority ethnic backgrounds and a small number of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is twice the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is high when compared with the national average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for looked after children, pupils eligible for free school meals and children of service families, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make use of any off-site alternative provision.
- The governing body manages a daily breakfast club.
- There have been six staff changes amongst teachers since the last inspection.
- The school is part of a local consortium of three schools called the Hollington Strategic Alliance.

What does the school need to do to improve further?

- Improve the consistency of teaching and increase the proportion of outstanding teaching by:
 - sharing best practice both in the school and within the local alliance of schools
 - making marking more consistent in showing pupils how to improve their work and in giving them the chance to respond to teachers' advice
 - making sure that questioning in lessons gives teachers a clear picture of the progress pupils are making and using this information to re-shape teaching.
- Raise attainment in writing, especially for more-able pupils by:
 - setting more demanding targets for more-able pupils and checking their progress carefully
 - using teaching assistants to support more-able writers
 - offering topics and themes for writing which enthuse more-able writers.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well because mainly good teaching means they make good progress in their learning. By Year 6 they have made outstanding progress in mathematics and reading but good progress in writing.
- Children enter the school with skills that are generally low. This is particularly the case in communication, language and literacy and their social development.
- Previous weaker teaching has meant that there has been a legacy of underachievement. Better teaching and good support have helped many pupils catch up previously lost ground.
- Although last year pupils in Year 1 underperformed in the national reading check, the school's teaching of the links between letters and sounds has improved considerably and pupils now make much better progress.
- Pupils make good progress as a result of good teaching across all key stages, which is strongest in Years 5 and 6. Progress in mathematics is better as the school has carried out a number of successful improvements. In the most recent national tests at the end of Year 6, the proportion of pupils with Level 4 in both reading and mathematics had risen to well above the national average, although Level 5 scores were well below.
- Pupils' average point scores have improved year on year in English and mathematics to average levels in 2012.
- Disabled pupils and those who have special educational needs make similar good progress to their classmates. This is because the leader of special educational needs and inclusion understands their needs well and provides, with the support staff, learning which is tailored to suit them.
- Pupils from minority ethnic groups and the very small number of pupils who speak English as an additional language make good progress when compared with all pupils nationally.
- The achievement of pupils known to be eligible for the pupil premium is good overall. Funds have been used for a range of activities supporting pupils' achievement and personal development. The use of reading recovery, specialised teaching of mathematics, behavioural support and support for parents have meant that the gaps between the achievement of pupils known to be eligible for free school meals and others is closing. Average point scores show that these pupils do better than all pupils nationally in English and mathematics.

The quality of teaching

is good

- Teaching has improved since the last inspection. Evidence during the inspection and the school's own monitoring confirm this.
- Teachers have good relationships with their pupils, resulting in most lessons being typified by effective management of behaviour. This gives lessons a purposeful feel, with little need for constant reminders about behaviour.
- In the best lessons, for example a mathematics lesson in Key Stage 2, the teacher expected the best of all pupils and set difficult work for the more able. Questions were incisive and checked understanding, while pupils themselves checked each other's work carefully. Time was used very well to develop crucial skills.
- In most lessons careful planning, clear aims and a range of demanding activities keep pupils interested and motivated to want to succeed. The activities are regularly adapted to suit the needs of all pupils.
- The checks that teachers make on pupils' progress during lessons are sometimes not made regularly enough, with the result that teachers do not know how much pupils have learned in the lesson. As a result, teachers do not alter their planning sufficiently to cater for this progress.
- Teachers use the information they have on how well pupils are doing carefully, when they meet

senior leaders termly to discuss pupils' progress. These meetings focus on what extra help might be available for certain pupils but do not focus sufficiently on how the more-able pupils might be set even more demanding targets and helped to reach them.

- Marking of work in several classes is good. It is generally better in English than it is in mathematics. However, overall it is inconsistent as some teachers do not give pupils enough advice on how to improve. At the same time, pupils do not always show that they have read teachers' comments and what action they are going to take.
- The use made of additional adults in classes is variable. At best, teaching assistants take groups of pupils for support work and are active for the whole of the lesson. At other times, especially at the start of lessons, they are underused, especially in support of more-able pupils.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school. Their good behaviour supports their learning well. They show good attitudes to work, are motivated and happy to share their learning experiences with their friends. Very occasionally, there is some minor low level misbehaviour in corridors that is dealt with effectively by staff.
- There are opportunities for pupils to extend their spiritual, moral, social and cultural awareness, for example through looking at other religions and cultures, following the good social and moral examples set by their teachers and helping children less fortunate than themselves through fundraising.
- Although pupils have a clear understanding about aspects of bullying, they say that it happens very rarely in school. As a result, they feel very safe. This is echoed by their parents in Parent View. Incidents of racial abuse are very rare.
- The school has put in place a wide range of measures to improve attendance which has worked well for the vast majority of pupils.

The leadership and management are good

- The strong management of setting targets for teachers and checking on the quality of teaching have brought about improvements. Teachers carry out their own audits of their needs, but not enough opportunities are available for them to see outstanding teaching.
- The headteacher offers strong leadership which has been central to guiding his team in bringing about improvements. The senior leadership team works well alongside staff as coaches.
- The school's actions over the last two years have been carefully planned. They have been based on an accurate understanding of the school's needs. Several learning teams have been established which check the impact of interventions, gather information and report on the success of projects.
- Better systems for tracking pupils' progress are being used. As a result, staff and governors alike use them to highlight success and areas for improvement.
- The range of subjects offered to pupils is broad and increasingly interesting, following a review two years ago. The school now adopts a single school-wide theme each term, with work set at the right level for all year groups. At times, planning does not take into account sufficiently the needs of more-able pupils.
- Safeguarding procedures are secure. Checks on staff appointments are made, health and safety checks are carried out and child protection arrangements and training are up to date.
- The school promotes equality of opportunity and staff are good role models for respect and care. Discrimination in any form is not tolerated. The school is continually checking for any variations in achievement and quickly gives support to overcome weaknesses.
- The local authority, in the past, has had to play a strong role in guiding the school. More recently, because of the relentless drive of the headteacher and his team, it has been able to

keep a more watching brief over the school, providing helpful advice when required.

- The headteacher and governors have worked well to eradicate a very large inherited deficit, without losing the ability to make improvements to the school and maintain resources.
- In order to involve parents further in the life of the school, a parent forum is being set up. Parents are already invited to themed days, such as the very recent design and technology afternoon. Courses are set up for them in a range of topics so that they might support their own children more successfully.

■ **The governance of the school:**

- The governing body knows what is happening in the school and the quality of teaching. It has re-structured its committees to make best use of governors' wide-ranging skills. It has looked at its training needs and several governors have attended courses to support their understanding. Governors understand school performance information and how this compares with achievement nationally, the use of the pupil premium and the difference this is making, and have a good knowledge of setting targets for teachers and understand what has been done to recognise and reward good teachers.

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	131155
Local authority	East Sussex
Inspection number	402446

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	360
Appropriate authority	The governing body
Chair	David Standen
Headteacher	John Smith
Date of previous school inspection	22–23 September 2009
Telephone number	01424851783
Fax number	01424858049
Email address	office@hollington-pri.e-sussex.sch.uk

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