

# Hollinswood Primary School

Dale Acre Way, Hollinswood, Telford, TF3 2EP

**Inspection dates** 4–5 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Pupils' progress, particularly in English, is not fast enough. Consequently, pupils' attainment is not as high as it should be.
- Teaching in English is not as consistently good as it is in mathematics. Teachers do not always have high enough expectations of what pupils can achieve. Lessons are not sufficiently well-planned in Key Stage 2 to meet the needs of all pupils.
- At times, teachers do not allow enough time for pupils to work independently, and develop a secure understanding of the key concepts and ideas they are studying.
- Marking does not consistently offer pupils enough guidance on how to improve their work.
- Leaders and managers, including governors, have brought some improvements to the quality of teaching and pupils' progress but these have not been fast enough to ensure that achievement is good throughout the school.

### The school has the following strengths

- The quality of teaching in the Early Years Foundation Stage and Key Stage 1 is good. Children make good progress in these parts of the school.
- Pupils' spiritual, moral, social and cultural development is promoted well throughout the school.
- Behaviour is good and pupils feel safe.
- Most pupils attend regularly and enjoy school.
- In the short time the newly merged school has been in existence, leaders and managers have worked hard to create a common vision shared by all staff.

## Information about this inspection

- Inspectors observed 28 lessons or part lessons, across all age groups. Eleven of the observations were completed jointly with members of the school's leadership team. Inspectors also listened to pupils read and observed behaviour at the start of the day, break-time and lunchtime.
- Discussions were held with the headteacher and senior leaders, governors, a representative of the local authority, parents and pupils.
- Inspectors looked at policies, self-evaluation and development planning, monitoring records, minutes from meetings, information about pupils' progress, safeguarding documents and samples of pupils' work.
- At the time of the inspection there were six responses to Parent View, Ofsted's online questionnaire. Responses from the school's own parental surveys and 10 responses to the staff questionnaire were taken into account.

## Inspection team

Simon Mosley, Lead inspector

Additional Inspector

Wendy Hanrahan

Additional Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- The school is an above average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is well above average.
- The majority of pupils are from White British backgrounds. An above-average proportion come from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is also above average.
- The proportion of disabled pupils and those with special educational needs who are supported by school action is well above average whilst the proportion at school action plus and with a statement is above average.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.
- The school became a primary school on January 1 2013 as a result of a merger between Hollinswood Junior and Hollinswood Infant and Nursery Schools.

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

- Improve the quality of teaching so that it is at least good by ensuring that teachers:
  - learn from the best practice already evident in the school and have higher expectations of what pupils can achieve, particularly in Key Stage 2
  - plan lessons that take more account of what they already know and are able to do
  - provide more time for pupils to work independently and explore ideas and solve problems for themselves
  - give clear and appropriate feedback to all pupils so that they know exactly how well they are doing and what they need to do to reach or exceed their targets in each subject.
- Raise achievement in English so that it is consistently good or better by:
  - reinforcing pupils' literacy skills in subjects other than English, so that they learn to write confidently and accurately at length.
- Strengthen the school's leadership in order to improve teaching and raise achievement by:
  - implementing the planned reorganisation of the school's leadership structure and ensure all leaders focus sharply on improving teaching and learning
  - ensuring that governors receive additional training in the use of school performance data so that they can more effectively challenge the school's leaders and hold them to account for their impact and effectiveness.

## Inspection judgements

### The achievement of pupils requires improvement

- Attainment is not as strong in English as it is in mathematics. In 2012, attainment was below the national average in English and in line with the national average in mathematics. Pupils' ability to develop their ideas for themselves and sustain the quality of their writing at length is not consistently well developed.
- Pupils leaving the school in 2012 year began Key Stage 2 with attainment that was above the national average. These results indicate that not all pupils made as much progress as they should have done. Too few pupils made more progress than expected, particularly in English.
- The current Year 6 pupils, who started Key Stage 2 with attainment that was broadly average, are making expected progress and are on track to leave with attainment that is broadly average in both English and mathematics. However, too few have made rapid progress.
- Pupils who are eligible for the pupil premium make similar progress to other pupils in mathematics but better progress in English at the end of Key Stage 2. Their attainment in mathematics was lower than other pupils in the school by approximately three terms. In English, the gap is approximately one term. Current data collected by the school indicates that this gap is reducing as younger pupils move through the school.
- Disabled pupils and those who have special educational needs, pupils from minority ethnic groups and those who speak English as an additional language all progress at a similar rate to other pupils. Pupils whose circumstances make them vulnerable are given good support and receive additional teaching when it is required. This has led to good progress for some pupils.
- Pupils' calculation skills and the use of number are generally secure and more able pupils are able to solve demanding mathematical problems. Many pupils are keen readers. The teaching of phonics (linking the sounds that letters make) is effective. The results of the 2012 national phonics check were in line with national averages.
- Children achieve well in the Early Years Foundation Stage. They enter the school with knowledge and skills that are below those expected, especially in their language development and often in their social skills, but they leave with knowledge and skills that are broadly average. However, the low starting point of some pupils means that language skills remain below expectations when they enter Year 1.
- Achievement in Key Stage 1 is good. Teachers build upon the progress made in the Early Years Foundation Stage so pupils' attainment at the end of Year 2 is in line with, and is often higher, than national averages.

### The quality of teaching requires improvement

- The quality of teaching varies across the school. Teachers, particularly in Years 5 and 6, do not have high enough expectations of what their pupils can achieve.
- Teaching in English is not as strong as it is in mathematics. Teachers do not provide sufficient opportunities for pupils to develop their key literacy skills across other subjects taught in Key

## Stage 2.

- Teachers do not always plan to meet the needs of all pupils effectively. This means that not all pupils produce their best work and some are not sufficiently challenged and find it difficult to work independently.
- At times, teachers do not allow enough time for pupils to discuss ideas, think about things themselves and develop their own understanding. This leads to a lack of engagement and insufficient progress by some pupils.
- There are many examples of high quality marking, but it is not consistent and does not always give pupils the precise guidance they need to reach their targets and improve the standard of their work so that it becomes good, particularly in English.
- Teaching is improving as a result of the measures introduced since the start of the new school, which have largely eliminated weak teaching. The best teaching, such as that seen in a mathematics lesson, is characterised by skilful questioning which addresses misconceptions and maximises the learning for all pupils. Activities are built upon prior learning and good feedback ensures that the pupils understand new concepts and skills and are able to apply them. As a result of this, pupils are fully involved in their learning. Consequently, they develop their own ideas and make good progress.
- Teaching in the Early Years Foundation Stage is good. The teachers and teaching assistants work effectively together to plan interesting and exciting activities that capture the children's imagination. As a result of these teachers' high expectations, the children develop into confident learners who make good progress.
- The teaching in Key Stage 1 is good. Inspectors saw well planned and targeted literacy and numeracy work which challenged the pupils and led to good progress. One group of pupils were observed questioning an outside speaker from 'Exotic Zoo' about the small animals he had brought into school. The children were able to handle the creatures and were thoroughly engaged and interested.
- The school has a good learning environment. Small rooms are used effectively for additional teaching of groups and the outside areas are fully incorporated into teaching programmes. This was particularly evident in Early Years Foundation Stage and for work associated with the 'Forest School'.

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

- Pupils have positive attitudes to learning and typically behave well in lessons and around the school. They are polite and well-mannered and the behaviour observed at lunchtime and break-time was good and well managed. Pupils clearly enjoyed the staff-initiated games at the end of social time and this contributes to the positive behaviour in the school.
- Incidents of poor behaviour are rare, exclusion rates are low and low-level disruption in class is infrequent.
- Pupils know how to stay safe and they feel safe in school. The school promotes good relationships between all pupils so instances of bullying are rare. Pupils understand that there are different types of bullying, including cyber-bullying, and are confident that should any

instances of bullying occur they will be dealt with swiftly and effectively. The school has a strong anti-bullying code and this is illustrated by the fact that the pupils said that they would challenge bullying if they saw it taking place.

- Responses to the school questionnaire and conversations with parents indicate that the vast majority of parents feel that their children are happy and safe in school and that behaviour is good. One parent commented that, 'The children are taught to be respectful and this always comes because they are treated respectfully too.' School staff are equally as positive about relationships and good behaviour in the school.
- Spiritual, moral, social and cultural development is strongly promoted well. Pupils enjoy opportunities to take responsibility through groups such as the school council and the eco-committee and were very keen to talk about their input into the design of the new school badge. Pupils benefit from a broad range of sporting, technological, cultural and artistic opportunities. They are able to use their imagination and creative skills and they co-operate well with each other. In addition to this, the school has strong links with a partner school in Kenya and a Paralympic gold medallist.
- Attendance is above the national average. The vast majority of pupils are punctual to school and all arrive to lessons on time.

### **The leadership and management** requires improvement

- Leaders and managers have not done enough to ensure that the good teaching practice that is evident in some parts of the school extends to all classes and subjects. Not enough has yet been done to ensure that all pupils are given every opportunity to excel.
- The headteacher has taken full advantage of the merger with the infant school to develop a new vision for the school, and has been supported in this by governors, staff and pupils. All staff are keen to make the changes that are needed.
- The senior team are driving further improvements and current data suggests that achievement is improving. Measures are in place to tackle areas of underachievement and areas for development are identified through the school's accurate self evaluation. This demonstrates that the school has the capacity to improve.
- The management of teachers' performance of teachers has been improved. Staff are given appropriate targets and there is evidence that they have responded to them in order to improve their teaching. Lessons are visited regularly and senior leaders are able to give accurate judgements on the quality of teaching. In addition to this, where teaching is not leading to good learning, the school has acted to remedy this.
- Additional funding to provide support for pupils who are eligible for the pupil premium is used to ensure that all eligible pupils can access the additional activities the school hosts and to provide targeted intervention for individual pupils.
- Safeguarding meets requirements. Staff and governors are fully trained and have a good awareness of child protection and risk assessment issues.
- The local authority has provided regular support for the school by organising work scrutinies, learning walks, lesson observations, governor training and support with the headteacher's

performance management.

■ **The governance of the school:**

- The newly formed governing body has worked hard to support the headteacher with the merger of the two schools. This has been their key focus and they have not always had enough oversight of the quality of teaching and pupils' achievement. This is improving now that the new school is becoming established.
- Good use has been made of the local authority to advise them about the headteacher's performance management. Governors are developing their understanding of school data and know how the pupil premium is being used. They are regular visitors to the school, have been into lessons and they have some understanding of the quality of teaching. They fully support the headteacher's efforts to reward good teachers and tackle underperformance and ensure that all statutory requirements are met.
- Governors have reviewed their role in leading and driving school improvement and identified the need to extend their understanding of school performance data so they can hold the leadership team more effectively to account. They are undertaking training led by the local authority.

## 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>	123456
<b>Local authority</b>	Telford and Wrekin
<b>Inspection number</b>	402165

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	348
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Thomas
<b>Headteacher</b>	Glenn Atkinson
<b>Date of previous school inspection</b>	14 December 2009
<b>Telephone number</b>	01952 386920
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