

# Hollins Grundy Primary School

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

## Inspection dates

3–4 October 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, through his commitment, vision and imagination, has led sustained improvement in the leadership of the school and the quality of teaching since the previous inspection.
- Leaders have created a happy, caring school where staff and pupils thrive. Everyone feels valued. Leaders, teachers and other adults work as a highly effective team.
- Pupils' attitudes to school are positive and they are keen to learn. They respond to the high standards expected of their behaviour, showing care and respect for each other. During the inspection, pupils were well mannered, polite and considerate.
- Pupils make good progress overall and this accelerates in key stage 2. By the end of Year 6, standards are high, especially in reading, writing and mathematics.
- Pupils' safety has high priority. Robust systems are in place to keep pupils as safe as possible in school. Pupils are confident that adults will listen to their concerns and act upon them quickly.
- The governing body provides effective challenge and support for leaders. Governors use their knowledge of the school well to inform their work.
- Children make strong progress in the Reception class and by the end of the year are ready for the demands of key stage 1. Further improvements are needed to the school's assessment system so that the attainment of pupils on entry to the school is accurate.
- In some classes, teachers do not match work to pupils' ability. When this happens, lower-ability pupils struggle and the most able are not sufficiently challenged. This means that pupils do not always make the rapid progress of which they are capable.
- Some information on the school's website is incomplete, including the school's plans for the use of additional government funding for disadvantaged pupils and the grant to promote sports.
- Subject leaders monitor frequently but do not always focus well enough on helping teachers reflect on their classroom practice to raise expectations of what pupils can achieve.

## Full report

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

- Improve the quality of teaching, learning and assessment so that:
  - across the school, tasks given to pupils match their needs more consistently
  - a more accurate view of children's attainment on entry is established and their progress is monitored more precisely.
- Strengthen the quality of leadership and management further, by:
  - ensuring that subject leaders develop their skills in reviewing learning and provide effective feedback to staff to help them improve their teaching and raise expectations of pupils
  - ensuring that plans on the school's website comply with the Department for Education's guidance on what schools should publish.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and deputy headteacher are ambitious for the school. They have established values that drive progress well. They set high expectations for their staff and themselves. As a result, the quality of teaching continues to improve and has a positive impact on the learning of pupils.
- Senior leaders and governors have created a fully inclusive school where all pupils are made to feel secure, valued and supported to achieve their best. This strengthens the school's aspirations for pupils' academic and personal development and the capacity for continued improvement.
- Teachers value the opportunities leaders provide for them to develop professionally. Training sessions and individual coaching have helped to improve their practice. Collaboration with other schools has also developed the quality of teaching within the school.
- The promotion of pupils' spiritual, moral, social and cultural development is a central plank of the school's work. The school's positive ethos enables pupils to learn the importance of respecting each other's differences. Displays around the school capture the many ways in which pupils learn about the world around them, consider local and national issues and develop their understanding of life in modern Britain.
- Leaders ensure that the curriculum is rich and varied. Well-planned opportunities help pupils to develop academically and personally. Activities such as opportunities for able writers to work with an author help make learning purposeful. Pupils say that teachers make learning fun. They especially enjoy the variety of visits to local theatres, museums and parks, which adds excitement and brings learning alive.
- Pupils who have special educational needs and/or disabilities are well supported in lessons and through additional intervention sessions. Staff works closely with external agencies to meet pupils' needs. The special educational needs funding is used effectively to ensure that these pupils achieve well and make good progress in their academic and personal development.
- The vast majority of parents are pleased with the progress that their children make and the support that they receive. Typically, they say that their children 'thrive both in the classroom and through the many extra-curricular activities that add fun and creativity to learning'.
- The school is outward-looking in seeking the best ways of addressing the priorities that leaders have identified. Close links with local schools, as well as the challenge provided by the local authority, have been significant factors in improvements to teaching and leadership. The progress that leaders have made has been sufficiently strong for the local authority to maintain a 'light touch' approach.
- Leaders have used the primary physical education (PE) and sport funding effectively. Professional development and training for staff, and specialist coaching after school, increase pupils' participation in sporting activities. Although school leaders monitor the use of this funding, written plans give limited information. This means that governors do not have the details they need about the full effect of the spending on pupils'

participation or achievement.

- Most disadvantaged pupils make good progress from their starting points, though few achieve the higher standards expected for their age. Targeted funding for disadvantaged pupils is used well. Disadvantaged pupils have access to all the opportunities provided at the school, including clubs and trips. However, full details of how the school is allocating the funding this academic year are not available or published on the school's website as required.
- Subject leaders share the headteacher's vision for, and commitment to, all pupils' high achievement. These leaders are keen and have a good understanding of the school's strengths and what is needed to improve standards further. However, some aspects of their work are not fully developed, particularly the use of information gathered through monitoring. This is not always used effectively to improve the quality of teaching and learning in their areas of responsibility.

### **Governance of the school**

- Governors are knowledgeable about the school and are ambitious for its future. Regular visits to the school have increased governors' understanding of its performance. They question and challenge leaders to explain the information with which they are presented.
- The governing body contains a wide range of expertise. Governors are forward-thinking. They regularly analyse their own skills to ensure that they are able to provide the breadth of support the school needs. They proactively seek to balance the expertise of the governing body when recruiting to vacancies.
- Governors are committed to the ethos and values of the school and have a clear idea of the school's main priorities for improvement as well as its strengths. They use their committee structure well to focus on key issues within the school and monitor progress.
- Governors ensure that they are up to date with relevant training, including on the government's 'Prevent' duty and safer recruitment. They purchase additional support from the local authority to make sure that they keep abreast of changes.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The culture of safeguarding within the school is evident in the way that pupils feel safe and in the rigour with which adults pursue concerns. Pupils trust adults in the school and say that they know whom to talk to if they are worried. Pupils who spoke to inspectors talked knowledgeably about how the school keeps them safe, including how to stay safe online.
- Staff are well informed about the school's procedures for safeguarding, including child protection. They have a secure understanding of how the policies work in practice. New staff receive rigorous induction training in all safeguarding policies.
- The school maintains records of referrals appropriately and safely. Leaders have effective systems in place to make sure that adults are suitably checked before they

are allowed to work with children.

- The responses from questionnaire surveys of parents and staff indicate that they are happy with safeguarding arrangements.

## **Quality of teaching, learning and assessment**

**Good**

- Teaching is typically good. Most teachers use what they know about pupils' interests to plan work that captures their imagination, providing purposeful learning experiences. Pupils say that they enjoy their lessons because teachers make learning fun.
- Good relationships between staff and pupils mean that most pupils retain their interest well and engage with their tasks. Time is used productively and most pupils make good progress.
- The vast majority of pupils are confident learners. They are taught different strategies to help them learn better. Younger pupils demonstrate this when selecting resources to help them tackle mathematical problem-solving activities. After arriving at the correct solution, they are challenged to 'prove it'. They are able to explain the reasons for their choice and understand that unravelling puzzles helps to deepen their learning.
- Teachers' good subject knowledge contributes well to the progress that pupils make. An example of this was seen in a Year 6 English lesson when the teacher challenged pupils to analyse poetry deeply. Pupils gain a greater understanding and appreciation of the poems when they recognise why the poet has used onomatopoeia or alliteration in their work.
- Leaders have strengthened the teaching of phonics. Training and restructuring of the curriculum have improved the teaching of phonics for all groups. As a result, the progress that pupils make has improved and is good.
- An enjoyment of reading is fostered throughout the school. Pupils were keen to share their books and say that they enjoy reading for pleasure. Reading skills are increasingly extended in guided reading sessions and pupils who need extra help are well supported individually or in small groups.
- Teachers use questions skilfully to check pupils' understanding during lessons. Older pupils in key stage 2 are given tools to help them assess their own work or that of their classmates. Frequent opportunities are provided for pupils to discuss their ideas or answers with a partner. As a result, participation in lessons is good.
- Teaching assistants make a positive contribution to the progress that pupils make. They are well trained and deployed to support pupils who need the most help. If they spot pupils who are struggling or losing concentration, they quickly intervene to bring them back on track.
- Leaders have worked hard to ensure that systems are in place to provide accurate assessment information. Most teachers use this information to plan learning according to the needs of pupils. However, inconsistencies remain in a few classes where work is occasionally too hard or too easy for pupils and they do not make the progress that they should.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and caring towards each other and are proud to belong to Hollins Grundy Primary. They feel valued and respected in this happy, inclusive school.
- Pupils' spiritual, moral, social and cultural development is encouraged effectively through a range of memorable activities that help them identify with their local heritage. For example, visits to the Fusilier Museum help pupils commemorate the history of a Lancashire regiment during the Second World War.
- Pupils have good opportunities to learn about the world around them, including different faiths and cultures. Pupils know that racism is wrong and say that it is not tolerated at this school. Pupils show respect for others and respond sensitively and thoughtfully to events in the news. For example, pupils wrote and shared insightful 'messages of hope' following the recent terrorist attacks in their city.
- Pupils are encouraged to value all learning opportunities, including those outside of school. They are invited to log hours they spend in extra-curricular activities on a children's university passport and have the chance to attend a graduation ceremony at the local town hall to celebrate their success.
- Pupils have plenty of opportunities to learn about fundamental British values such as democracy and mutual respect. Through their school council elections, they choose their own representatives and have been able to influence decisions in school. New school signs and mirrors in the toilets are among the improvements they achieved.
- Pupils know how to keep themselves safe from harm. They are certain that if they approach a member of staff with a problem, it will be resolved. As one pupil explained: 'It's everyone's job to make sure we're ok. We all help each other.' Pupils know about different types of bullying, including racist and cyber bullying. They say that incidents are very rare and are sorted out quickly by adults in school.

### Behaviour

- The behaviour of pupils is good. In classrooms and around school, pupils are calm and sensible. They routinely hold doors open for visitors and each other and thoughtfully share equipment on the playground.
- Staff encourage greater independence for pupils by teaching them strategies to manage distractions. Pupils know how to remind each other to concentrate and encourage positive attitudes to learning.
- School records confirm that incidences of negative behaviour are rare. This is in part because pupils have the opportunity to reflect on their actions and the impact these have on others.
- Pupils value the rewards they receive for their good behaviour and learning, especially when they earn a class treat. They are keen to please their teachers because of the very good relationships that have been established.

- Leaders monitor the attendance of all pupils very closely and overall attendance is above average. In 2016, disadvantaged pupils appeared to have lower attendance rates than other pupils, but because numbers are small, one pupil can make a big percentage difference. Leaders are not complacent and the work they have done with individual families has been successful. In 2017, attendance for disadvantaged pupils was similar to other pupils in school and above average for all schools.
- There are occasions when the rate of progress of a few pupils slows. They lose concentration because the work set is not at the most appropriate level for them. Even in these circumstances, pupils try their best.

## Outcomes for pupils

**Good**

- Pupils, including those who are disadvantaged, make good progress from their starting points in reading, writing and mathematics. By the end of Year 6, standards are above average compared to all pupils nationally, especially in writing and mathematics.
- In 2016, standards in key stage 1 dipped and were below average in reading and mathematics. Boys' achievement was behind that of girls and behind other boys nationally. Leaders' actions to improve outcomes for pupils had a positive impact. The proportion of pupils reaching or exceeding the expected standard in 2017 was above average for reading, writing and mathematics.
- Leaders took decisive action to improve the teaching of phonics in 2015 because pupils were not reaching the standards expected of them. There is clear evidence of improvement. Teaching now follows a structured programme where pupils are taught in small groups of similar attainment levels. The proportion of pupils who reach the expected level in the Year 1 phonics screening check has improved since then and in 2017 was above average.
- Pupils consistently achieve well in writing. They write thoughtfully in a range of styles and for different audiences. Good progress can be seen in most books and is evident in the structure and accuracy of pupils' writing. The proportion of pupils reaching at least the standards expected of them is above average by the end of Year 6. However, standards are not consistent across all classes and subjects, including in handwriting and the presentation of work. Subject leaders are aware of the need to use the information gained through monitoring to help teachers become more consistent in their expectations of pupils' presentation.
- The small number of pupils who have special educational needs and/or disabilities, including those with complex needs, make good progress from their starting points. This is because staff adapt activities and resources for them wherever necessary.
- The differences in attainment and progress between disadvantaged pupils and other pupils nationally have diminished or are closing rapidly. The successful effort to improve the attendance of disadvantaged pupils provides a firmer base for their learning.
- Inspectors' scrutiny of pupils' work shows that the vast majority of pupils are making good progress across a range of subjects. However, in some lessons, when teachers do not match work to pupils' ability, progress slows. This is because the lower-ability pupils struggle and the most able are not sufficiently challenged.

## Early years provision

**Good**

- Leadership and management of the early years is good. The leader and her team understand the strengths and areas for development in the provision and work hard to improve the experiences that children have in school. Good communication with parents helps children to settle into school quickly.
- Teaching is good. Teachers have a clear understanding of how children learn and are ably supported by well-trained teaching assistants. The good provision enables children to make rapid progress. The proportion of children who achieved a good level of development in 2017 was above the national average and an improvement on 2016.
- The attainment of girls was much higher than boys for three years up to 2016. Leaders took action to redesign the curriculum to build on the interests of children and help them explore and develop their own ideas. These adaptations were successful and in 2017 the attainment of boys and girls was similar.
- The Reception classroom and outdoor areas are stimulating and enjoyable places to learn because leaders plan exciting activities and a broad range of learning opportunities. Well-organised tasks fire children’s imaginations and curiosity. For example, in the garden area, children enthusiastically discuss where to place the bird feeders they have made in order to attract the most birds. Mathematical challenges are available both inside and outside the classroom, including one that encourages children to solve problems using different shapes in creating a water feature.
- Children with special educational needs and/or disabilities make good progress because they are well supported. Leaders work closely with other agencies and with parents to make sure that children’s needs are met.
- Adults encourage safe play and use of resources. Children are kept safe at all times and are well looked after by the caring staff. This ethos means that children play happily and fairly together. Parents speak highly of the provision that their children receive.
- The school’s information shows that children make good progress throughout the year and by the end Reception they well prepared for Year 1.
- The school admits children from approximately 12 different local nursery and pre-school providers. Information about children’s previous learning is not always accurate. This means it can be challenging to be precise about the amount of progress individual and groups of children make. Leaders are aware of the need to secure greater accuracy in assessing children’s attainment on entry to school.



## School details

Unique reference number	105314
Local authority	Bury
Inspection number	10032229

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	Bury
Chair	Sarah Heathcote
Headteacher	Simon Waddington
Telephone number	0161 796 0476
Website	<a href="http://www.hollinsgrundy.com">www.hollinsgrundy.com</a>
Email address	<a href="mailto:HollinsGrundy@bury.gov.uk">HollinsGrundy@bury.gov.uk</a>
Date of previous inspection	12–13 December 2013

## Information about this school

- The school does not meet requirements on the publication of information on its website about the use of additional funding for disadvantaged pupils and the primary PE and sport premium funding.
- Children start Hollins Grundy Primary School in Reception and arrive from between 12 and 15 different early years providers.
- The school is smaller than the averaged-sized primary school.
- The proportion of pupils for whom the school receives pupil premium funding is below average.
- The number of pupils from minority ethnic groups is average and the proportion who speak English as an additional language is lower than in most other primary schools.
- The proportion of pupils who have special educational needs and/or disabilities is

above average, as is the proportion who have a statement of special educational needs or an education, health and care plan.

- A separately registered after-school club runs on the school site.

## Information about this inspection

- Inspectors visited lessons in all year groups and were joined by senior leaders in some of these lessons.
- Inspectors scrutinised pupils' writing, mathematics and topic books during lesson visits and also in a separate session alongside senior leaders. Inspectors looked at work on display in all parts of the school.
- Meetings were held with the headteacher, senior and middle leaders, the local authority representative and with a group of governors.
- Inspectors spoke with parents informally at the start of the school day. They took account of the 39 responses to the Ofsted online questionnaire (Parent View).
- Ten responses from staff who completed Ofsted's questionnaire were considered. Inspectors also considered the most recent school survey of pupils' views, and spoke with staff and pupils throughout the inspection. The lead inspector met formally with a group of pupils to hear their views.
- Inspectors also listened to pupils from Year 2 and Year 5 reading.
- School documentation was scrutinised by inspectors, including information related to safeguarding, the single central record, pupils' progress and the quality of teaching. Records of governing body meetings and the school's improvement plans were also evaluated.

## Inspection team

Cathy Parkinson, lead inspector	Ofsted Inspector
Barbara Harrold	Ofsted Inspector
John Shutt	Ofsted Inspector

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