

Inspection of Hopwood Community Primary School

Magdala Street, Heywood, Lancashire OL10 2HN

Inspection dates: 30 and 31 January 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2008.

What is it like to attend this school?

Pupils thrive at this happy and friendly school. They live up to the school's expectations of exemplary behaviour. The support for pupils' well-being is exceptional. Pupils are well-versed in the 'stop, understand and move on' approach and use this to support each other through difficult times. They know that it is OK to be sad or worried, as an adult or a friend will listen and help them to feel better.

Pupils throughout the school aspire to embody the school values of 'try our best, stay safe and show respect'. In lessons they work with enthusiasm and resilience to practise new learning. Pupils have high aspirations for their own achievement, which are realised with the support of the school's highly skilled staff.

Pupils, including those with special educational needs and/or disabilities (SEND), enjoy many opportunities to make a positive contribution to the school community. In the early years, children take great care of each other and their learning environment. Older pupils act as subject ambassadors and team captains. Others take on the role of sports leaders, organising games and activities for pupils to enjoy at lunchtime. This fosters a strong sense of common purpose throughout the school.

What does the school do well and what does it need to do better?

The school and governors are unyielding in their pursuit of excellence. This is because they are determined to give all of the pupils at this school, including disadvantaged pupils, the best possible start to their education. Accordingly, the school has designed an exceptionally ambitious curriculum which equips pupils with a deep and rich body of knowledge.

Teachers benefit from a wealth of training and support. The school ensures that teachers know precisely what information to teach, and how it connects to what pupils have learned in the past. This enables them to design highly effective learning. Teachers make effective use of a range of resources that promote and enhance pupils' understanding. They are determined to remove any barriers that may hinder pupils' learning, including pupils with SEND.

The school has implemented highly effective assessment approaches which ensure that staff carefully check that pupils' learning is developing exceptionally well. Staff are adept at recognising and addressing pupils' misconceptions swiftly so that these do not persist over time. They are trained to identify any specific difficulties that may indicate that a pupil has SEND. The school ensures that its assessment practices do not place an unnecessary burden on staff, so that staff are able to prioritise teaching.

A passion for books and literature oozes out of classrooms from Reception to Year 6. Teachers ensure that pupils are exposed to a wide, yet carefully selected range of texts that expand pupils' horizons and foster a love of reading. Staff throughout the school benefit from high quality training and coaching which equips them with the

expertise to teach reading highly effectively. Pupils in the early stages of learning to read benefit from a consistent and effective approach to developing their phonics knowledge. Staff ensure that any older pupils that struggle with reading quickly receive the support that they need. This helps pupils to swiftly develop into fluent and enthusiastic readers.

Governors, leaders and staff share an ambitious vision for the school. Governors have highly detailed knowledge of the school. They carry out focussed visits to assure themselves of the quality of provision. Governors provide effective support and challenge to leaders. For example, by closely scrutinising attendance information, governors ensure that the school is working to secure the best possible attendance for pupils. As a result, pupils, including disadvantaged pupils, are rarely absent.

In lessons, pupils display exceptionally positive attitudes. Classrooms buzz with purposeful learning. Pupils thrive in the atmosphere of collective endeavour. They enjoy the healthy competition of collecting points for their team in recognition of their effort and achievement. The school has a consistent approach to promoting positive attitudes to learning. As a result, pupils, including children in the early years, develop behaviours that help them to learn successfully.

The school has designed a highly effective programme for pupils' wider development. Pupils learn a carefully considered body of knowledge. This is enhanced by a deliberate and well-thought-out programme of assemblies, visiting speakers and excursions. Every pupil has the opportunity to represent the school in sports, participate in a school musical production, and enjoy a wide range of clubs and activities available each week. By identifying and removing any barriers to participation, the school ensures that all pupils can benefit from these enriching experiences.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105798
Local authority	Rochdale
Inspection number	10226369
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	422
Appropriate authority	The governing body
Chair of governing body	Jude Brown
Headteacher	Gill Sarginson
Website	www.hopwood.rochdale.sch.uk
Date of previous inspection	9 October 2008

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, including the headteacher, and a range of staff. The inspectors also spoke with representatives of the local governing body, including the chair of governors.
- Inspectors met with representatives of the local authority and the independent school improvement partner.

- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans, and minutes of meetings of the governing body. Inspectors also reviewed records of pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to pupils about their experiences of school and their views on behaviour and bullying. They observed pupils' behaviour during lessons and social times.
- Inspectors carried out deep dives in early reading, mathematics, English, physical education and Spanish. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some teachers and pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed pupils' work from some other subjects.
- Inspectors observed pupils reading to a familiar adult.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also considered the responses to Ofsted's online survey for staff and pupils.

Inspection team

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