



# Hopwood Community Primary School

Inspection Report

**Unique Reference Number** 105798  
**LEA** Rochdale  
**Inspection number** 277412  
**Inspection dates** 2 November 2005 to 3 November 2005  
**Reporting inspector** Mr George Crowther CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Magdala Street
<b>School category</b>	Community		Heywood
<b>Age range of pupils</b>	5 to 11		Lancashire OL10 2HN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01706 360494
<b>Number on roll</b>	317	<b>Fax number</b>	01706 620186
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr A Parker
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mrs P Johnson

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 2 November 2005 - 3 November 2005	<b>Inspection number</b> 277412
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

This is a larger than average size primary school. Most of the children live close by, but some travel from further away because of parental choice. The social context of the school is about average and children's attainment when they start school is similar to that expected for their age. The proportion of children eligible for free school meals is below average, as is the proportion with learning difficulties and/or disabilities. A few children are from minority ethnic heritages, with a very small number at the early stages of learning English. The school gained School Achievement Awards in 2001 and 2003 and has been a Beacon School supporting the work of others. It has a Healthy Schools Award.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with several outstanding features. It is constantly critical of its own effectiveness and has a strong desire and capacity to become even better.

Children make consistently good progress across the school and, by Year 6, reach well above average standards. An outstanding feature is the very good national test results over the past two years. Children of all abilities and backgrounds do equally well because the school acts swiftly to tackle any weaknesses in children's progress.

Children's personal development is outstanding. By Year 6, they have a mature approach to their work and carry out significant responsibilities sensibly. Children have very positive attitudes to learning and their behaviour is exemplary, reflecting good standards of care and guidance and excellent relationships. However, attendance is only satisfactory.

Teaching and learning are good overall and very consistent right across the school. Encouraging children to evaluate their own learning is a priority for development because this approach is used inconsistently in lessons. The curriculum is well planned, rich and varied, with outstanding opportunities beyond lessons. Foundation Stage provision is good because the curriculum is planned carefully to encourage all aspects of children's learning.

Leadership and management are outstanding. The headteacher has a crystal clear view of how children learn best, and of what needs to be done to make the school even better. She uses the expertise of other staff and works very effectively with outside agencies to drive through improvements, which have been good since the last inspection. The school is exceptionally good at developing the talents of its staff. Self-evaluation is rigorous and leads to improvement. The school's high aspirations, and its view that there is always room for further improvement, result in an over-cautious evaluation of some aspects of its work. The school provides excellent value for money.

### **What the school should do to improve further**

- Improve children's progress, as planned, by encouraging them to evaluate their own learning and recognise how they can improve.

## **Achievement and standards**

### **Grade: 2**

Children's achievement is good, and better than the school's evaluation. Good progress in the reception classes means that, by the time children join Year 1, standards are above average. By Year 2 and Year 6, standards in children's work and the results of national tests are well above average.

Measures of children's progress from Year 3 to Year 6, based on national test results, show it is significantly better than for most schools, confirmed by evidence from lessons

and the school's own data about progress. The good, consistent progress children make right across the school is a key strength. Good teaching and an imaginative curriculum ensure that all children do well. Challenging targets set for learners are almost always met and often exceeded.

Since the last inspection, a weakness in children's progress in information and communication technology has been dealt with successfully. New resources and improved teaching have resulted in children reaching the expected standard.

Children with learning difficulties, the few learning English as an additional language, and those with particular gifts and talents make good progress. The work they do in lessons is well-matched to their needs and they get good support from teachers and teaching assistants.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development is outstanding because opportunities for their spiritual, moral, social and cultural development are exceptional, such as the Health and Safety Week taking place during the inspection. They have a good knowledge of cultures and beliefs and show a high level of respect for everyone.

Children show great enthusiasm in lessons and recognise that "The teachers put a lot of

effort into making them interesting". Older children develop a very mature approach to

their work. Children's behaviour is exemplary, which supports their learning very well.

Relationships are excellent. Younger children say "In this school everyone is nice to each other". Children show great confidence when talking about their own

achievements and they recognise that people have differing strengths. Pupil Unit Leaders value the special responsibilities they are given and carry them out sensibly.

They have initiated changes, such as the introduction of the teaching of Spanish.

Children's enjoyment of learning and their social development are stimulated considerably by a rich programme of sports and residential visits. They make healthy choices about their lifestyle and are very aware of safety issues. They make a good contribution to the community through fund raising and participation in musical and sporting events. Good development of basic skills contributes well to children's economic well-being. Attendance is satisfactory. Absences are mainly due to just a few

families who take their children on holiday during term time.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good, with outstanding features. Consistently high expectations that children should work hard and behave well are a major strength.

Lessons are very carefully planned to meet the full range of children's needs. Interesting topics and lively, engaging teaching make the children eager to learn. Teachers explain new work clearly and, in the best lessons, involve the children effectively through questions and discussion. Teachers' very good management and organisation of children's learning is based on excellent relationships. Most lessons move at a brisk pace. Work is challenging, but children are well supported by teachers and teaching assistants so that they can do their best. These strengths ensure children enjoy learning and make consistently good progress in lessons.

There is a direct impact on children's learning, where teaching is based on a detailed analysis of children's skills, such as in the Reception classes. Careful assessment of children who have learning difficulties and the setting of precise learning targets help them to learn well. What teachers find out about children's learning influences the planning of future work. As yet, however, involving the children in evaluating their own understanding and progress is not a consistent feature in all lessons.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. It has a strong focus on literacy and numeracy and an innovative approach to planning a broad curriculum. Teachers want children to see the purpose of activities and to appreciate the links between subjects that broaden understanding. As a result, themes and topics are interesting and relevant. For example, children have philosophy lessons to improve their critical and analytical thinking skills.

Children say learning is interesting and fun and particularly enjoy creative subjects when they can develop their individual talents. There are many opportunities for children to develop their writing skills in other subjects, which is an improvement since the last inspection. The personal, social and health education programme is comprehensive and helps children develop a good understanding of how to keep fit, safe and healthy.

Children appreciate the excellent range of enrichment activities that take place both within and beyond the normal teaching day. They speak with enthusiasm about visits, visitors into school and themed weeks, which clearly stimulate their interest and commitment to learning. They enjoyed especially learning about Egypt and making and tasting Egyptian bread. Provision for children with learning difficulties and those who have special gifts or talents is good.

## **Care, guidance and support**

### **Grade: 2**

Outstanding levels of care, and good guidance and support for learning, help the children to get the best from their education. A welcoming, calm and purposeful environment, and close attention to each child's needs, support good progress. Children say there is always someone they can turn to for help. Good support in lessons, helpful marking of work and careful checks on academic progress enable children of all abilities to do well.

Procedures for child protection are very good. The school is particularly effective in catering for children with medical needs. Parents are very happy with arrangements for settling children in the Reception classes and there are good procedures for the transfer of children to secondary education. The areas of drug misuse, changes encountered during puberty, and how to deal with danger are sensitively taught. Good levels of adult support during morning and lunchtime breaks and rigorous checks on the schools' buildings and grounds help to promote children's safety. Very thorough systems for assessing children's attainment and tracking their progress help the school to raise standards.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding and even better than the school's evaluation. Although the current effectiveness of the school is good, excellent leadership has the skills and determination to take the school to the next level.

The headteacher's leadership is exceptional. She has a strong set of educational values and a very clear vision for the school's continuing development. She is supported very effectively by the senior leadership team. A strong, shared philosophy results in a consistent approach to children's learning and promotes all children's achievement well. Morale is high, teamwork is strong and everyone works towards very high standards. The school nurtures the talents of staff and strongly promotes their professional development. It recruits many new, young teachers and brings out the best in them through sharing the skills of experienced senior staff. The leaders of the school have a very comprehensive view of what is done well and where it could be even better. However, their high aspirations lead them to be slightly cautious about how good the school really is in some aspects of its work.

The school works very successfully with outside agencies and has a strong commitment to working in Networks. This helps staff to keep abreast of new developments, enables them to share their expertise, and has tangible benefits for children's learning. Performance management and the high-quality programme of professional development for staff are firmly linked to school improvement. A track record of past success and clearly focused plans for future development ensure the school is very well placed to continue improving. The governing body makes an excellent contribution to the

leadership of the school. It is extremely well informed about the school's strengths and weaknesses and plays a key role in planning for the future.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We visited your school last week to find out if it is giving you the education you should receive. Thank you for making us feel so welcome and for being so helpful when we asked you questions. We enjoyed talking with you and finding out about the things you enjoy doing.

We think your school does most things very well, and some of the things you learn are particularly exciting. We found one thing you are already trying to do, which we think would make your learning even better. The things we particularly like are:

- everyone is very friendly and helpful and so your school it is a happy place to be
- your teachers help you to do well in lessons and so you learn quickly
- you said your teachers make lessons interesting and enjoyable, and we agree
- you work hard, you are very keen to do your best and you behave very well
- when you are given jobs to do, you carry them out very sensibly
- the school cares for everyone and makes sure you are safe
- the health and safety week activities were very interesting
- you enjoy the very good range of clubs and activities outside lessons
- we enjoyed looking at your interesting work attractively displayed around the school.

We would like you to work with your teachers to improve the way you learn:

- In some lessons, your teachers ask you to say how well you think you have been learning. They also ask you to think about how you might improve. We think this is a good way to help you learn even better, and so we have asked the teachers to do it more often. You will have to help.

Thank you for helping us so much with the inspection of your school. Please share this letter with the other children. We all hope you will carry on enjoying learning and helping your teachers to make Hopwood Community Primary School a good place to be.