



# Holly Mount Roman Catholic Primary School, Bury

Inspection Report

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Better  
education  
and care

**Unique Reference Number** 105344  
**Local Authority** Bury  
**Inspection number** 287204  
**Inspection dates** 4–5 December 2006  
**Reporting inspector** Ian Thompson

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

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<b>Type of school</b>	Primary	<b>School address</b>	Hollymount Lane
<b>School category</b>	Voluntary aided		Greenmount, Bury
<b>Age range of pupils</b>	4–11		Lancashire BL8 4HS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01204 882770
<b>Number on roll (school)</b>	281	<b>Fax number</b>	01204 886842
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr M Sidorczuk
		<b>Headteacher</b>	Mr D Golding
<b>Date of previous school inspection</b>	18 June 2001		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 4–5 December 2006	<b>Inspection number</b> 287204
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school draws its pupils from a very wide area of social and economic advantage. Almost all pupils come from a White British background: a very small number are at an early stage of learning English. The proportion of pupils eligible for free school meals is well below average. A below average proportion of pupils has learning difficulties and/or disabilities and none has a statement of special educational need. The school has Investors in People status and holds the Basic Skills Quality Mark and 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 some outstanding features, such as pupils' personal development and well-being. The headteacher provides exceptional vision for the school's development that has led to the firm establishment of values to which pupils respond extremely well. They flourish in the school's calm and happy atmosphere. Pupils have a clear sense of right and wrong. The school's central aim - to develop happy, confident and caring young citizens who are well prepared for the future - is met successfully.

Children enter the Foundation Stage with levels of attainment that are above average for their age, particularly in communication skills. They make good progress, especially in developing the independent learning skills, which benefit them well as they move through the school. The school builds well on the good start that children make in the Foundation Stage, ensuring that pupils achieve well in Years 1 to 6. By the end of Year 6, standards are well above average. Results in national tests have fluctuated from year to year. Nevertheless, standards continue to be consistently well above average.

Teaching and learning are good. Teachers' enthusiasm and energy help to involve pupils in learning. Well planned lessons are conducted at a cracking pace so that no time is wasted and pupils make good progress. Teachers and learning assistants provide effective support for pupils with learning difficulties and/or disabilities to enable them to achieve well. Teachers' marking of pupils' work is always supportive but inconsistent in the way that it tells pupils what they should do to improve. Suggestions that are made are not consistently followed up.

Curriculum provision is good. It is well designed to meet the needs of all pupils and to challenge them appropriately. Planning of the curriculum at all levels is good so that learning proceeds in clear steps, which enhances pupils' skill and concept development. The school has successfully developed ways of adding more interest and enjoyment to the curriculum by bringing subjects together in topics, which also helps pupils to make sense of their learning.

Care, guidance and support are outstanding. The highest priority is placed on ensuring pupils' care and welfare. The school has very good partnerships with agencies that provide extra support so that, for example, groups such as vulnerable pupils and those learning to speak English are supported very well. As a result, they progress as well as others and are able to take advantage of all that the school offers.

Leadership and management are good. Senior staff have successfully managed the involvement of all staff in development planning so that there is an evident team spirit that supports a drive for improvement. The well-informed governing body plays a full part in all aspects of school life. Good progress has been made since the last inspection. The school has gained the overwhelming support of parents. Many commented on the warmth shown to their children and the excellent care that the school provides for them. The school's self-evaluation process works very well. There is little that needs doing to improve that the school does not know about and has plans to tackle. As a

result, the school provides good value for money and has a good capacity for further improvement.

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

- Improve the consistency of marking, so that pupils understand clearly how to improve their work, and ensure that suggestions for improvement are followed.

## **Achievement and standards**

### **Grade: 2**

Throughout the school, pupils achieve well. Children make good progress in the Foundation Stage. By the time they begin Year 1, they have often exceeded the goals expected for their age in all areas of learning. Good progress continues in Years 1 to 6 so that standards by the end of Year 6 are high in English, mathematics and science. In the most recent tests, many pupils achieved very well and some exceptionally well, with an impressive number attaining the higher level (Level 5) in all three subjects. One of the principal reasons for this improvement is the very good use of data to identify pupils not doing as well as they should, followed by the provision of targeted support and booster classes. Any falling off in performance is now quickly identified and steps are taken to help pupils improve. There are no significant differences in the performance of boys and girls, reflecting the success of the school's efforts to improve boys' progress. Standards of work seen during the inspection were well above average across the curriculum with some outstanding artwork seen across the school. Standards are high in information and communication technology (ICT), which was an issue for improvement at the time of the last inspection.

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

### **Grade: 1**

The school's mission statement permeates the school so that pupils' spiritual, moral, social and cultural development is outstanding. Pupils enjoy school immensely as shown by their exceptionally good attendance and excellent attitudes. As one pupil commented, 'everything is fun and exciting'. Behaviour is extremely good, as the teachers instil good, safe habits. Pupils show very good initiative; for example, instigating and running charity events, because their ideas are valued and supported by their teachers. Pupils work together very well. They are considerate and thoughtful about how their actions may affect others. Reception children, for example, benefit from the 'special friend' arrangement of older pupils, helping them to be safe and confident in school. Pupils are very well prepared for their future by the school's arrangements for teaching literacy, numeracy and ICT skills: they work well together and have good independent work habits. They have participated in, and developed a good understanding of, the democratic process through the contested election of the school council. Pupils play a full role in the parish and local community. The personal, social and health education programme provides an excellent framework for pupils'

personal development. As a result, they have a very good understanding of how to keep safe, fit and healthy.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

A key feature of most lessons is the very strong relationship between teachers and pupils that underpins the good learning that takes place. All lessons are well planned and contain varied activities that are suitable for, and provide challenge to, different groups of pupils. As a result, pupils develop the necessary skills to work independently or as a group to help each other. Teachers are enthusiastic about learning and this rubs off on the pupils. Consequently, there is invariably a forest of hands in response to teachers' questions. Teachers make very good use of the greatly improved ICT resources, for instance interactive whiteboards, to enhance pupils' learning. Pupils with learning difficulties and/or disabilities make good progress in lessons because of the effective support they receive from teachers and teaching assistants. A further strength is the good teaching they receive in the learning support centre. Marking of pupils' work is mostly thorough and regular. However, not all teachers give clear comments on how pupils could improve their work and then check later that pupils have acted upon these messages.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum fully meets the needs of all pupils. Whole school 'Art,' 'Time' and 'History' theme weeks very effectively incorporate work in other subjects, add breadth to the curriculum and engage pupils well in their learning. The use of ICT to enrich the curriculum is very good and, as a result, pupils' ICT skills are very high. The Foundation Stage curriculum provides good opportunities for investigation and exploration through practical experiences, enabling younger children to make good progress. Opportunities for pupils to develop skills and interests outside school time are good and they take up these opportunities enthusiastically. Booster classes contribute to the good progress most pupils make.

### **Care, guidance and support**

#### **Grade: 1**

The school works very hard to ensure that all feel safe and happy. Child protection procedures are comprehensive and pupils say they have adults in school they feel comfortable to talk to if they need help. Academic guidance is a strength. Very detailed individual records of pupils' academic progress are kept. This information enables the school to easily identify those pupils whose achievement is progressing at speed and also those who would benefit from extra assistance. Pupils are supported very

effectively as they move through the different stages of education and all are given support of very good quality throughout the school day.

## **Leadership and management**

### **Grade: 2**

School evaluation processes are rigorous and judgements are generally accurate, matching inspection evidence. The exception is in relation to the school's overall effectiveness, which is overestimated. The drive to improve is well seen in the way that the management of subjects has been reorganised to make better use of individual expertise. The system of curriculum leaders, providing coordination and support, is beginning to have an impact on standards as can be seen for example in science. Priorities for improvement are identified clearly with secure links to training and the provision of resources which, for example, have resulted in very good improvements in ICT. The improvement in resources is also a good example of how well the school's management and the governing body make use of available funds to support development. Long term budgeting and planning have led to improvements to the buildings that have not only made it a pleasant place to learn for all pupils but have overcome the difficulties presented by the building to provide exceptionally well for pupils with disabilities. Governors are very well informed and provide strong support for the school while holding it appropriately to account for its performance. Leadership and management of the Foundation Stage are good. The provision is sharply and accurately focused on the needs and development of the children.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

As you know, we visited your school to find out how well you are all doing. Thank you very much for making us so welcome. We really enjoyed talking to you and finding out about what you enjoy. We were very impressed by the courtesy and help you gave us. We agree with you that yours is a good school. It is a safe and happy place where everyone can have fun and enjoy learning.

Some of the really good things about your school are:

- the good progress you make and the high standard of your work
- the skilful way that you use computers - I enjoyed seeing Year 5 controlling traffic lights and Year 1 learning to write instructions on their laptops
- your extremely good behaviour and attitudes to learning
- the way your teachers make lessons enjoyable for you
- how well you get on together and the care you show for others
- the way your art work brightens the school and shows how well you are learning.

We have asked your teachers to help you make even better progress by making sure that their comments on your work tell you how to improve and to check that you have taken notice of these.

Thank you for helping us with the inspection of your school. We hope you will carry on enjoying learning at Holly Mount and wish you well for the future.