

# Hollingwood Primary School

## Inspection report

---

<b>Unique Reference Number</b>	107435
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	287815
<b>Inspection dates</b>	9–10 July 2007
<b>Reporting inspector</b>	Robert Robinson

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	471
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Simpson
<b>Headteacher</b>	Mrs R Owens
<b>Date of previous school inspection</b>	8 July 2002
<b>School address</b>	Hollingwood Lane Bradford West Yorkshire BD7 4BE
<b>Telephone number</b>	01274 575353
<b>Fax number</b>	01274 522975

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 July 2007
<b>Inspection number</b>	287815

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school. The socio-economic circumstances of the area the school serves are very broad and overall below average. A well above average proportion of pupils attending are from other than White British backgrounds. A high proportion of pupils are learning English as an additional language. The number of pupils with learning difficulties and/or disabilities is above average. The school has gained the Arts Mark and Healthy School awards as well as the local authority's Charter Mark for drugs education policies and the School Achievement Award in Family Learning.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Hollingwood Primary School is a rapidly improving school which provides a satisfactory education for its pupils, with good leadership and management and pupils' personal development, as well as outstanding care, guidance and support. The school serves its community well and provides satisfactory value for money. Parents appreciate the education and care provided for their children. Typical parental comments encapsulated the feelings of most include: 'I feel privileged sending my children to this school', 'Great school', 'It's not only the academic work that is important, but also children's social and emotional development'.

Children, including those learning English as an additional language, have a good start to schooling in the Foundation Stage (Nursery and Reception). The rich learning environment captures children's interest so they make good progress in all areas of learning. Throughout Years 1 to 6 pupils' progress is satisfactory. As a result, standards are average by the end of Year 6. However, achievement and standards in English and science are higher than those in mathematics, which are below average. The quality of teaching and learning is satisfactory on balance, though better in English than in mathematics. The rigour of planning for those pupils with learning difficulties and the help they receive enables them to make good progress. Teaching assistants are used well to support the learning of pupils in small groups. However, their roles when the whole class is taught together can sometimes be limited.

Pupils' spiritual, moral, social and cultural development is good. Pupils behave well both in the classroom and around the school. They have positive attitudes to learning and show great respect for staff and each other. Pupils are proud of their school and praise the education and care they receive. They get on well together irrespective of gender or cultural backgrounds.

The good leadership and management of the headteacher and senior managers has dealt successfully with a rapidly changing school population. The school has an accurate view of its overall effectiveness and it has a clear understanding of the school's strengths and areas for development. Strategies put in place by the leadership to improve pupils' achievement have resulted in improving standards, particularly in English.

The strengths in the leadership and management and the success of recent initiatives to raise standards provide the school with good capacity to continue to improve.

### What the school should do to improve further

- Improve achievement and standards, particularly in mathematics.

A small proportion of schools whose overall effectiveness is judged satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. Attainment on entry varies from year to year. Overall, attainment on entry is below average, though in some years it is well below average. By the time pupils join Year 1 their attainment is close to average because they have made good progress in both the Nursery and Reception. Children learning English as an additional language make particularly good progress in the Foundation Stage because of the help they receive from teachers and

teaching assistants. Most of these children by the end of Nursery speak in short sentences. By the time they start Year 1 they are well prepared for future learning.

Pupils make satisfactory progress overall in Years 1 to 6. Standards in English and science were broadly average in the 2005 and 2006 national tests at the end of Year 6, but below average in mathematics. In the 2007 national tests the school met its targets in English but not in mathematics. Standards in English were much higher than the previous year and above the previous year's national average. In mathematics, standards have improved but still remain below average.

The strategies put in place by the leadership and management to improve attainment in English have been very effective. In addition, the good provision for pupils with learning difficulties results in these children making good progress relative to their starting points.

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

### **Grade: 2**

The school has a strong ethos that encourages care and tolerance and fosters self-esteem. Pupils grow to understand their own and others' feelings. They form good relationships with other pupils and staff. Through assemblies, themed days and a range of subjects they develop a good awareness of major religious faiths and cultures. They enjoy coming to school and this is demonstrated by their positive attitudes to learning and good attendance. Firm foundations for personal and social development are established in the Nursery and Reception. Children are encouraged to become independent, confident and cooperative right from the start and this stands them in good stead for later years. Throughout the school behaviour is good. Pupils understand well how to lead a healthy lifestyle. The personal, social and health education curriculum helps them know how to stay safe. Pupils take on responsibilities willingly, for example, they are proud to be school councillors. They express confidently positive views about the school. For example, they commented that 'Hollingwood Primary School is a great school because the teachers are friendly and they listen to you'. Pupils gain in confidence during their time at the school and are well prepared for future learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory on balance. Teaching and learning is better in English than in mathematics and this is reflected in the achievement pupils make over time in these subjects. Older pupils are taught English and mathematics at the same time within groupings according to broad levels of attainment in both subjects, and this results in mismatch for some pupils. For example, those pupils who are higher attainers in literacy but average attainers in numeracy are taught in the same groups for both English and mathematics. This impacts on some of these pupils' learning and is most apparent in mathematics, as the teaching is not geared to individual's needs as well as in English.

Classrooms are welcoming and provide pupils with a secure and stimulating place to learn. Where teaching is most effective pupils are actively engaged in their own learning, the pace of learning is brisk, and teachers' high expectations challenge pupils effectively to think for themselves. Learning is matched well to pupils' capabilities. However, in a minority of lessons in mathematics the pace of learning is too steady. The questioning of pupils is not linked

sufficiently to their levels of attainment. Activities are not challenging enough; as a result, some pupils do not achieve as well as they could. Throughout the school teachers manage pupils' behaviour well and encourage positive relationships. The marking of work is satisfactory though not consistent. Marking in English is good, and comments help pupils to appreciate how well they are doing and what is their next step of learning. In mathematics, comments rarely suggest how pupils can improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum matches the interests of all pupils well and fully meets requirements. Provision in the Foundation Stage is good. An exciting range of activities linked to all the areas of learning encourage children to make good strides in their learning, including those learning English as an additional language. However, shared outdoor accommodation between the Nursery and Reception limits the linking of indoor and outdoor education. A review of the curriculum for writing and mathematics is having a positive impact on pupils' learning, particularly in writing. Art is used very well to add interest to learning and to create an exciting learning environment. Teachers plan well to develop pupils' skills in literacy and numeracy in other subjects. Information and communication technology effectively assists learning. Visitors and visits, including a residential experience for older pupils, provide an extra dimension to learning. Personal, social, health and citizenship education is well established. Older pupils learn French and plans are in place to extend this to other age groups.

## **Care, guidance and support**

### **Grade: 1**

Pupils learn and play in very safe and secure surroundings. As a result, pupils feel safe and happy. Excellent levels of care are evident in the well rehearsed routines and practices to ensure pupils' health and safety. Robust safeguarding procedures are in place. Parents are confident that children are well cared for in school. Positive relationships between staff and pupils mean that pupils always have someone to turn to should they have concerns. The work of the learning mentor is particularly valuable in making sure that vulnerable pupils take a full part in school life. There is outstanding provision within school and strong links with external agencies to support these pupils. Successful partnerships are forged with parents of the different cultures represented within the school. Inclusion is a strength of the school. Anti-bullying and anti-racist procedures work very effectively to create a harmonious and caring environment. Academic and personal development is tracked carefully. The systems to support pupils' academic progress are rigorous and lead to increasingly effective learning. These procedures are impacting strongly on achievement and standards in English, although gains in achievement and standards in mathematics are not as striking as in literacy. The use of targets and success criteria in many classes, together with opportunities to share and review progress at regular intervals, involve pupils increasingly in understanding how well they are achieving. Good quality individual education plans support pupils with learning difficulties to learn effectively. The school measures their progress in sufficiently small steps so as to show how well they are doing and to identify exactly where they need help.

## Leadership and management

### Grade: 2

The headteacher has created a stimulating learning environment in which staff are united in developing the talents of every child. Her genuine care for all those who work around her has brought about good improvements since the last inspection. In particular, standards of reading and writing have risen significantly and, following a major overhaul of the mathematics curriculum, outcomes here are now also showing signs of improvement. The school's detailed tracking and review procedures show that standards in mathematics are set to increase substantially. The senior leadership team is highly supportive of the headteacher and committed to raising achievement further. Subject coordinators have responsibility for assuring the quality of the work in their areas and are held to account for the outcomes achieved. They are becoming more involved in monitoring and evaluating the impact of teachers' work on pupils' learning, and in using progress information to improve overall levels of attainment. Self-evaluation is largely accurate and recently refined tracking procedures now pinpoint precisely where individual pupils are not achieving as well as they can. This is resulting in earlier and more effective support to boost performance and, at the same time, is improving the overall quality of teaching. Governors are very supportive and ambitious for the future of the school. They are confident in knowing what the school does well, but less secure about how well the school achieves. Hollingwood Primary enjoys beneficial links with a range of external organisations, including local schools, colleges and universities. These developments enhance pupils' learning and well-being.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## 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>
--	-----------------------

### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
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>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<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.

## Annex A

**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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Inspection of Hollingwood Primary School, Bradford, BD7 4BE

Thank you for welcoming Mrs Ahmad, Mr Swallow and myself to your school. We enjoyed the two days we spent with you and our discussions. Your school provides you with a sound education. It is a rapidly improving school because it is led and managed well. Your personal development is good and you are cared for, guided and supported extremely well.

We were impressed by your good behaviour and interest in lessons. Your attendance is above average - so keep it up. The care that staff provide for you is outstanding, and we were pleased that you get on so well together. The standard of your work by the time you leave the school is about average. However, you do better in English than in mathematics. We have asked the school to improve your learning opportunities, progress and standards, especially in mathematics.

We appreciated talking to you about your work and watching you learn. We trust that you will continue to work with the headteacher and other staff to help them to continue to improve the school. We wish you well for the future.