



Hollingwood Primary School

Inspection Report

Unique Reference Number 112794
Local Authority DERBYSHIRE
Inspection number 289414
Inspection dates 11–12 December 2006
Reporting inspector Joanne Harvey

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

Type of school	Primary	School address	Lilac Street
School category	Community		Hollingwood, Hollingwood
Age range of pupils	3–11		Chesterfield, Derbyshire
			S43 2JG
Gender of pupils	Mixed	Telephone number	01246 472417
Number on roll (school)	277	Fax number	01246 473081
Appropriate authority	The governing body	Chair	Mr John Wallace
		Headteacher	Mr Stephen Hull
Date of previous school inspection	18 June 2001		

Age group	Inspection dates	Inspection number
3–11	11–12 December 2006	289414

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Introduction

The inspection was carried out by three Additional Inspectors in two days.

Description of the school

This is a larger than average school serving an area of mixed housing in Hollingwood. The proportion identified as entitled to free school meals is low, as is the proportion of pupils of other than White British origin. Very few pupils are known to speak a language at home other than English. More pupils than in most schools have learning difficulties and statements of special educational need. Indicators suggest many pupils come from disadvantaged backgrounds. The school has an Investor in People Award, 'ActiveSports' Award, a Basic Skills Award and Anti-Bullying Award, and is a Health Promoting School.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is an improving school which is providing a satisfactory standard of education. Staff and governors see their school as being at the heart of its community and everyone is working together to improve the quality of the education provided for its children. The school takes care to meet the pastoral needs of pupils, keeping them safe and happy and ensuring they enjoy their time at school. Pupils develop satisfactory personal skills. They learn how to keep safe and work for the 'ActiveSports' Mark, and the Healthy Schools Award has helped them develop a sound understanding of how to make healthy lifestyle choices. They are successfully taught that they can make a difference to the lives of others.

Children enter the school with levels of knowledge and understanding similar to national expectations. They make a satisfactory start in the Nursery and Reception classes and by the time they enter Year 1 they have made satisfactory progress with most achieving the standards expected for their age. Standards at the end of Year 2 had been improving over recent years though there was a dip in 2006. They are now similar to those found in most schools, representing satisfactory progress. Standards in the Year 6 national tests began to decline in 2001. In 2004 and 2005 they were significantly below most schools, representing considerable underperformance. However, teaching and the academic guidance of pupils have improved greatly, resulting in better standards and progress in 2006. Pupils are currently achieving satisfactorily in Years 3 to 6. Those with learning difficulties make similar progress to their peers.

Teaching is satisfactory overall. Teachers promote good relationships with pupils and are now making better use of assessment information to plan activities. The impact of this has yet to be seen over time and there is still not enough good teaching to ensure that all pupils progress well. Pupils are now much clearer about what they need to do to improve their work and the school is beginning to use the useful information it collects more effectively to ensure that they are challenged and supported to achieve. The curriculum promotes pupils' personal development effectively and offers some enrichment but it is not interesting and stimulating enough. Aspects of the school environment are not conducive to the development of positive and enthusiastic attitudes to learning. For example, the corridor used as a teaching area, the toilets and one of the playgrounds are in a poor condition. The school has recognised these shortcomings and appropriate plans are in place to address them.

Staff have worked hard over recent months to put measures in place to improve academic achievement. However, it is too early to see the full impact of these. Though self-evaluation is satisfactory, the work of all school leaders is not rigorous or focused enough on developing sharp procedures to deliver improvements and this slows progress. A significant number of parents who responded to the inspectors' questionnaire are not confident that leaders of the school respond appropriately to their concerns. However, the school has demonstrated that it has made satisfactory improvement since the last inspection and therefore that it has satisfactory capacity to improve further. It offers sound value for money.

What the school should do to improve further

- Ensure that teaching and learning are consistently good.
- Plan a creative curriculum that interests and stimulates pupils and improve the environment so that it encourages more positive and enthusiastic attitudes to learning.
- Ensure that those who lead the school have a sharp focus on its strengths and weaknesses and are able to respond promptly and positively to raise standards.
- Address the perception of some parents that leaders of the school do not take account or respond appropriately to their concerns.

Achievement and standards

Grade: 3

Children make a sound start in the Nursery and Reception classes, making satisfactory progress and being currently on target to achieve the standards expected of them by the time they enter Year 1. The results of teacher assessments at the end of Year 2 in 2006 were down on previous years but represented satisfactory progress in Years 1 and 2 for these pupils, a picture which looks likely to be repeated in 2007. After a decline in standards and progress from 2001 they were particularly low in 2004 and 2005 and a significant proportion of pupils underachieved, results at the end of Year 6 improved in 2006. Evidence at the time of the inspection suggests that achievement continues to improve and that standards and achievement overall are satisfactory due to improved teaching and sharper systems for monitoring progress and setting pupil targets. These systems are not yet fully embedded.

Personal development and well-being

Grade: 3

Most pupils enjoy school. They arrive happily and willingly take part in activities. Pupils' attendance is satisfactory; the school tries hard to reduce the number of absences. A developing programme of personal and social education, out of school sports activities and work with the School Sports Partnership help pupils keep healthy and safe. They have opportunities to take responsibility around the school, for example, in weekly class councils or as playground friends. School council members have been involved in staff interviews and looking for ways to improve the school environment. They have raised funds for charities and to improve some aspects of the premises.

Pupils say that they now feel safe in school. A number say they have experienced bullying but that things are improving and that they are confident that teachers will tackle problems that arise. Pupils' understanding of spiritual, social and moral matters is soundly developed through lessons and the example set by staff. They are developing a good sense of other cultures as well as their own.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall with some good practice. There is variation in the quality of teaching across the school and as a result, in the rate of progress pupils make. In the best lessons teachers use a range of methods and resources to help pupils to become enthusiastic and enjoy learning, but not enough lessons are of this calibre. Particular strengths in the teaching lie in the positive relationships between teachers and pupils and in new systems for assessment and tracking pupil progress. These allow teachers to plan and set targets much more carefully. Teachers mark work regularly although it is not always focused on helping pupils to improve their work. The school and class environments are not always sufficiently stimulating or attractive to encourage positive attitudes to learning. Support staff give effective help to pupils with learning difficulties so that they make satisfactory progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Teachers' planning indicates coverage of the full range of subjects although it is not sufficiently stimulating or creative. Throughout the school there is a strong emphasis on promoting personal and social development so that pupils have a satisfactory understanding of staying safe, keeping healthy and of citizenship. The curriculum is enriched by a range of visits, including two opportunities for Key Stage 2 pupils to take part in residential visits each year. A number of visitors to school such as theatre groups and some opportunities to take part in out-of-class activities provide further enrichment. These attract pupils and make a strong contribution to their learning and enjoyment.

Care, guidance and support

Grade: 3

An important strength of the school lies in the pastoral care and support given to pupils. The school has placed emphasis recently on developing positive strategies to manage pupils' behaviour, including effective systems to support those with significant behavioural or emotional problems within a nurture group. The learning mentor is having a significant impact on improving behaviour, attitudes to learning and attendance.

There are satisfactory arrangements for child protection, health and safety and risk assessments. Children with learning difficulties and those who speak English as an additional language are supported to make sound progress towards the targets set for them. Pupils who have special gifts and talents are beginning to be challenged through a range of innovative learning experiences. Sound procedures to assess and monitor children's progress are now used effectively to set individual and group targets,

known by the pupils, so that they have a growing understanding of how well they are doing and what they need to learn next.

Leadership and management

Grade: 3

A sharper focus has recently been given to the way the school uses assessment information to aid planning and setting targets in order to secure higher academic standards and improved progress for pupils. This sharp focus is not evident in all aspects of monitoring and evaluation and the systems underpinning leadership and management. This has slowed the school's response to some issues and the rate at which improvements have been made. A newly established, enthusiastic and hardworking senior management team is beginning to have a positive impact. The governing body is supportive but only starting to hold the school accountable. Many parents are positive about the school's work but some are not confident that the leaders of the school listen and respond to their concerns appropriately.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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	3

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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

13 December 2006

Dear Pupils

Hollingwood Primary School, Lilac Street, Hollingwood, Chesterfield, Derbyshire, S43 2JG

We were pleased to meet you and all the staff, and enjoyed the time we spent with you. Thank you for making us so welcome, talking to us and helping us to find out so much about you and your school.

You go to a school where all the adults work very hard to take care of you and make sure you are happy and you enjoy your lessons. It was lovely to see you working together, looking after yourselves and each other. You know quite a lot about keeping safe and healthy. Your sport activities and hard work to become a Healthy School have really paid off! I especially enjoyed seeing you proudly carry out your special jobs around school and hearing about how you help others by entertaining them with your shows, raising money, and doing other helpful things. I loved hearing you sing so beautifully for your Christmas performances. You enjoy visits out of school and have interesting visitors come and work with you to make your learning more interesting.

You make similar progress and reach similar standards to most pupils whilst you are at school, but we think you could do even better. All the adults at school are keen to help you do as well as you can so I have asked them to do some things to continue to improve the school. It is important that you do your bit to help too by always behaving really well and making sure that you come to school every day.

Those who lead the school are going to make sure that they keep a sharp eye on what is happening in school and that they have everything in place and are ready to make changes as quickly as possible. This will make sure everything stays as good as it can be, especially the teaching. They are going to make certain that all areas of the building are bright and exciting and help you to enjoy school even more, that the toilets and the playground are much better for you, and that all your parents and those who look after you feel that they are listened to.

Teachers are going to make sure that the work they give you is more interesting. I would like to wish you the very best for the future.

Ms J Harvey

Lead Inspector