



# Hollington Primary School

## Inspection Report

**Unique Reference Number** 131155  
**Local Authority** East Sussex  
**Inspection number** 294795  
**Inspection dates** 4–5 October 2006  
**Reporting inspector** Kathryn Taylor

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

<b>Type of school</b>	Primary	<b>School address</b>	Hollington Old Lane
<b>School category</b>	Community		St Leonards-on-Sea
<b>Age range of pupils</b>	3–11		TN38 9HH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01424 851783
<b>Number on roll (school)</b>	378	<b>Fax number</b>	01424 858049
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	David Harris
		<b>Headteacher</b>	Andrea Charman
<b>Date of previous school inspection</b>	14 June 2004		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	4–5 October 2006	294795

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than average. The majority, but not all, pupils are from White British backgrounds and have English as their first language. The proportion of pupils identified as having learning difficulties is above average and a high proportion are entitled to free school meals. Pupil mobility is fairly high. The school has in the past experienced some difficulties in recruiting teachers. The school is working towards full service school status, currently providing breakfast facilities for children and support for parents and families.

## 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 that rightly judges its overall effectiveness as satisfactory. It provides good standards of care, has a strong family atmosphere and works well with parents, carers and the local community. Parents are supportive of the school and have positive views of it. Pupils' attitudes to school and learning, and their behaviour and relationships with one another, are strengths of the school. Pupils' enjoyment of school was captured when a group of pupils said, 'We don't like school ... we love it!' Attendance levels for some pupils are still too low, despite the school's best efforts to ensure that all parents recognise the importance of sending their children to school regularly.

The headteacher and senior leaders provide very clear direction. They have worked very well with staff and parents to turn the school around. As a result, the school has moved forward considerably since the last inspection two years ago, and has a good capacity to continue to improve. Although a few inconsistencies remain, and pupils' progress is still more rapid in the top of the school than elsewhere, pupils make satisfactory progress overall and standards are broadly average by the age of 11. Pupils with learning difficulties and disabilities generally make good progress, because their needs are identified very promptly and they receive well focused, additional support.

Children settle quickly into school and get off to a good start in the Nursery. Reception provision has improved and is now satisfactory. Although pupils are now making better progress in their reading and number skills from Nursery to the end of Year 2, this has not always been the case because of weaknesses in teaching. Standards on entry to Year 3 therefore remain well below average. A start has been made to improve writing skills, but these are still below average across the school.

Teaching is satisfactory overall, and there is an increasing amount of good teaching, but the school also recognises that a small amount of teaching is still unsatisfactory. Particular strengths in teaching include lesson planning, which ensures that work is matched to the needs of different ability groups, and good feedback to pupils about how they can improve their work. The school has made some positive changes to its curriculum recently to ensure it more closely reflects pupils' interests and abilities, as well as providing increased opportunities for writing. There are a good number and range of after-school activities. The headteacher and deputy headteacher, along with external consultants and advisers, regularly and rigorously monitor teaching, learning and pupils' progress. Key subject leaders have also had some opportunities to monitor work in their subjects. The time is now right for this responsibility to be distributed more widely to all subject leaders, so that they are fully involved in evaluating the impact of the school's work.

### What the school should do to improve further

- In order to improve standards in reading and mathematics by the end of Year 2, ensure that the appropriate skills are taught regularly and consistently well.

- Improve writing standards throughout the school by ensuring that pupils have more opportunities to write at length, as part of English lessons and as part of their work in other subjects.
- Extend the way that subject leaders contribute to monitoring provision.
- Work with parents to improve overall attendance rates.

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average by the time pupils leave the school and achievement is satisfactory. This is an improvement since the last inspection, when pupils in the lower school were making inadequate progress. Nevertheless, pupils' progress is still not wholly consistent year on year. When children enter the school, their attainment is much lower than is usually found. Children are now making better progress in Reception and Years 1 and 2 than was previously the case. Standards here are beginning to improve, but remain below average. Pupils therefore have a lot of catching up to do later on, in order to meet the challenging targets that are set for them by the end of Year 6.

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

### **Grade: 2**

Pupils say they really enjoy school and learning. They particularly enjoy mathematics, art, physical education, information and communication technology (ICT) and going out on trips. Pupils maintain good levels of concentration and effort in lessons. However, some pupils do not attend school regularly. Behaviour is very good, both in lessons and around the school. Pupils are very polite and friendly and welcoming to visitors. For example, inspectors were often surrounded by pupils wanting to ask questions, or chat to them about their school and themselves. The healthy foods provided at lunch and break times, and the variety of sports based clubs, successfully extend pupils' already good understanding of healthy lifestyles. Pupils understand how to stay safe. Strong links with community workers and the enterprising activities they take part in, such as running the tuck shop, help pupils to understand the world of work.

Pupils' spiritual, moral, social and cultural development is good. They have a clear understanding of right and wrong and show great care and consideration for each other, especially towards pupils whom they know have particular difficulties. Pupils appreciate their own and others' cultures. They regularly contribute to the local community, to charities and to the smooth running of the school. Undertaking a variety of responsibilities, such as representing the school in sporting competitions or on the school council, running the tuck shop, and acting as mediators and playground buddies, lead pupils to good levels of maturity by the time they are in Year 6.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and are having a positive impact on pupils' achievements. Inspection evidence, together with school records, shows strengths lie in teachers' assessments and marking, planning, classroom organisation, and their use of resources, including ICT to make learning interesting. Teachers explain clearly to pupils what they are expected to learn. They often make frequent reference to pupils' past learning, thereby encouraging pupils to build on their prior knowledge and skills. Teaching assistants provide effective support for pupils. Teachers sometimes make good use of 'talk partners' in order to involve all pupils and help them to clarify their thinking, which helps them to move pupils' learning on at a good pace. Most lessons proceed at a brisk pace, but some do not, and consequently learning slows. Teaching has improved well since the last inspection, and it is good in some classes. Nevertheless, the school also recognises there is still a small amount of unsatisfactory teaching and this is being addressed.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and enrichment is good. The well planned Foundation Stage curriculum ensures that children enjoy a wide range of learning activities indoors and outside. The curriculum in Years 1 to 6 is broader than at the last inspection and more relevant to pupils' needs. It has recently been adapted to address weaknesses in pupils' attainments in mathematics and English. French and Italian have been added to the curriculum, as well as better use of visits and visitors, themed weeks, residential trips and many after school clubs. The links between the work pupils do in different subjects has been fairly limited, but teachers are currently working to improve this to extend pupils' enjoyment and provide more opportunities for pupils to apply the basic skills to their work in other subjects.

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

#### **Grade: 2**

Care, guidance and support are good. Effective systems for providing academic guidance to pupils have been introduced fairly recently and these are beginning to have an impact, but are not yet fully embedded. The school monitors pupils' personal development very well and supports vulnerable pupils particularly well. Individual education plans for pupils with learning difficulties identify clear targets, which are reviewed regularly. A small number of pupils who are in the early stage of learning English receive good support. Pupils with additional behavioural or personal needs receive considerable, very effective help from staff, other pupils and the school's strong links with families and external agencies.

Pupils say they feel very safe in school and can approach an adult in school if they have a problem. Risk assessments are carried out regularly. The work of the school council and the use of questionnaires ensure that pupils' views are sought and taken into account. The breakfast club and extensive after school clubs provide good additional support for pupils beyond the school day.

## **Leadership and management**

### **Grade: 2**

The school runs very smoothly on a day-to-day basis. Strong leadership ensures that there is a clear focus on pupils' personal development and their academic achievement. Since her appointment, the headteacher has demonstrated consistently good leadership and a strong commitment to working in partnership with staff, families and the local community to improve the school and eradicate weaknesses. With effective support from the deputy headteacher and senior leadership team the school has improved rapidly. Staff morale is good, there is strong teamwork and a clear set of plans for further improvement. Recent workforce remodelling has resulted in several new posts being created that should strengthen the school's leadership and management further. Although teaching, learning and pupils' progress are checked regularly by senior leaders, the local authority and external consultants, as yet the subject leaders have not been sufficiently involved in this process.

Governors play an active part in the life of the school and, although many are new, they have a clear understanding of the school's strengths and weaknesses. Under the guidance of a knowledgeable and dedicated chair, governors play their part in strategic and financial planning and are developing their role as critical friends.

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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>	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	3
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	3
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	2

### 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>	3
<b>How well are learners cared for, guided and supported?</b>	2

<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	3
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	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	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**

Thank you very much for making us so welcome when we visited your school. We really enjoyed talking to you. We found that you, your headteacher and the other staff have all been working very hard to improve your school.

These are the things we especially liked about Hollington Primary School:

- You are very friendly, hardworking, well behaved and polite. You get on very well together and take good care of each other. This really helps to make your school a happy place to be.
- Everyone who works in the school makes sure that you are safe and well cared for.
- The staff provide a lot of interesting activities during and after school. These help you to learn and to enjoy school, as well as to stay fit and healthy.
- Some of you make good progress because of the good teaching and extra help you receive.
- Your headteacher and senior teachers lead the school well.

These are the things that need to improve:

- We have asked your teachers to help the younger pupils to improve their reading and number skills, and to help all of you to improve your skills in writing.
- We feel that more of the staff should look at your work and see how much progress you are making. They can then share their ideas about what is working well and what improvements are needed.
- We know that some pupils do not attend school regularly and have asked the staff to continue to work with your families to ensure that this improves.

We could not help noticing how well you all contribute to your school already. We feel certain that you will want to help your headteacher, teachers and other staff to make your school even better. We would like to wish you lots of success in your future education.