



# Hollingworth Primary School

## Inspection Report

**Unique Reference Number** 106179  
**LEA** Tameside  
**Inspection number** 295493  
**Inspection dates** 24 May 2006 to 25 May 2006  
**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>	Market Street
<b>School category</b>	Community		Hollingworth
<b>Age range of pupils</b>	3 to 11		Hyde, Cheshire SK14 8LP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01457 762136
<b>Number on roll</b>	221	<b>Fax number</b>	01457 165288
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr C Neale
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mr Philip Davies

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 24 May 2006 - 25 May 2006	<b>Inspection number</b> 295493
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Hollingworth is an average sized primary school. Its social context is no more or less favourable than most schools. Children's attainment when they start school is close to that expected for their age, even though a few have poor skills. The proportion of pupils with learning difficulties and/or disabilities is below average. There are a few vulnerable pupils on roll. Almost all the pupils are from White British backgrounds. A few are from minority ethnic heritages. The school has achieved 'Eco' school status in 2004 and is working towards the Healthy School Award.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school self-evaluation that Hollingworth is a satisfactory school with some good features. It has the commitment and means to rectify some weaknesses in pupils' progress and improve further. It provides satisfactory value for money.

Children make good progress in the Nursery and Reception classes. Provision in the Foundation Stage is good, which helps the children attain the expected standards. In Years 1 to 6, progress is satisfactory overall and standards are about average, but some weaknesses remain in pupils' achievement in mathematics in Years 3 to 6. Pupils with learning difficulties and/or disabilities do well because they receive good support.

Pupils' personal development is good because the school promotes it very effectively. The pupils like being at school and are exceptionally well involved in the school community. Behaviour is good. The quality of teaching and learning is satisfactory, but there are weaknesses in some lessons in Years 3 to 6 because tasks are not always matched well enough to pupils' needs. The curriculum is well planned, with a particular strength in the wide range of extra activities that enliven learning. Leadership and management are satisfactory. There is a great desire to do the best for the pupils and initiatives to support their personal development have been implemented successfully. There is good provision for vulnerable pupils. As yet, however, measures to raise academic achievement have not been rigorous enough. The school is not making best use of the information it has about pupils' progress to identify and tackle potential underachievement. Improvement since the last inspection has been satisfactory.

### What the school should do to improve further

- Improve pupils' progress in mathematics, particularly in Years 3 to 6.
- Ensure that teachers consistently plan challenging work for all pupils in Years 3 to 6.
- Make better use of information about pupils' attainment and progress to identify and tackle potential underachievement.

## Achievement and standards

### Grade: 3

Children do well in the Nursery and Reception classes because the activities are interesting and the teaching is good. By the time they join Year 1, most reach the expected standards. The results of national tests at the end of Year 2 are usually about average, as are current standards, reflecting satisfactory progress. In Years 3 to 6, there are weaknesses in some aspects of pupils' learning, but these are being tackled by the school. The 2005 Year 6 national test results were about average, and best in English. Measures of these pupils' progress from Year 3 to Year 6, however, showed too little progress in mathematics and science. The school has taken action. As a result, the current Year 6 pupils are making satisfactory progress in both subjects and are

likely to meet the targets set for them. In mathematics, however, some of the work the pupils in Years 3 to 6 are doing is still not matched well enough to their needs. Tasks are too easy or teachers have not thought through carefully enough what the pupils should learn next. Pupils with learning difficulties and/or disabilities and those with other barriers to learning make good progress because the work they are given is appropriate and they get good support from the staff.

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

### **Grade: 2**

Pupils' very positive attitudes to school and their good behaviour support their learning effectively. They say, 'Lessons are interesting and you learn lots of new things', which explains why they are keen to do well. For example, Year 6 pupils really enjoyed a quick-fire mental mathematics activity, which was full of pace and challenge. The pupils also thrive on the encouragement they get from their teachers. As one child said, 'My teacher is always cheering me on to succeed.' Parents commented on the very positive relationships in school and how the pupils and staff all get on very well together. Pupils' spiritual, moral, social and cultural development is good. Pupils make an excellent contribution to the community. A rich range of experiences, such as exploring the dilemmas surrounding a proposed bypass to their village, develops pupils' understanding of themselves and their place in the wider world. Attendance is average.

Pupils have a good sense of their own well-being. They know that the right food and regular exercise are good for them. Pupils feel safe at school. As one child said, 'The teachers look after you if you are unhappy or unwell.' They are keen to express their opinions and they say the staff listen. For example, the school council wanted the toilets to be improved, and the staff have made certain they are refurbished. Most pupils have a class job. Special responsibilities for the older pupils, such as being a playground buddy, give them a good understanding of contributing to the community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Positive relationships support learning very well. As one child said, 'The teachers give you a lot of confidence to learn.' Whole-class sessions are invariably lively and interesting, which captures and holds the pupils' attention. Teachers explain new learning well. The good pace of many sessions, particularly in Years 1 and 2 keeps the pupils on their toes. In some lessons, however, in Years 3 to 6, the tasks the pupils are given to work on independently do not help them to make good or better progress. Either the work is not challenging enough, particularly for the more able pupils, or the task itself does not promote the learning the teacher intended. For example, a handwriting exercise did not develop pupils' skills because the task of how to improve their work had not been made clear to them.

The school has satisfactory systems for assessing pupils' attainment and tracking their progress, but it is not yet using the information sufficiently to improve pupils' learning. It does not rigorously enough identify pupils, or groups of pupils, who are or may be in danger of underachieving so that extra help can be given. Setting targets for pupils' expected progress is at the early stages of development. Careful assessment of pupils who have learning difficulties and/or disabilities and the setting of precise learning targets helps them to make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum includes a good range of experiences. For the most part, it is carefully planned and organised, which helps all the pupils, whatever their needs, to build their skills and knowledge steadily. A rich curriculum in the Nursery and Reception classes ensures the children get off to a good start. For example, a woodland walk gave children excellent opportunities to study nature and to develop their social and language skills. In Years 3 to 6, however, the mathematics curriculum is not always planned carefully enough to consistently challenge all pupils.

Activities outside lessons are outstanding in range and quality, particularly the emphasis on first-hand experiences and the contribution made by visits and visitors. For example, in partnership with the high school, older pupils study French and this equips them well for the future. Pupils often work in pairs or groups, which promotes their learning of team skills. The programme for personal and social education is strong. The pupils learn a lot about their rights and responsibilities and how to be a valuable member of the school community.

## **Care, guidance and support**

### **Grade: 2**

Levels of care are very good and much appreciated by parents. The pupils trust their teachers and the teachers know the pupils very well. As one child said, 'We care for each other in our school.' This positive environment gives the pupils the confidence to enjoy their learning. Pupils are taught how to care for themselves and make healthy and safe choices. The learning mentor and the breakfast club provide considerable extra support, particularly for any child who is vulnerable. Pupils with learning difficulties and/or disabilities are well supported in class, often in small groups, and make good progress. If a child needs specific, extra support, the school works well with external agencies. Staff implement effectively the good procedures for first aid and child protection, and are vigilant about health and safety checks. The school has satisfactory systems for tracking pupils' academic progress, but does not always make the best use of this information to support their learning.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory, with a number of strong features. The headteacher is a very positive leader who is fully committed to improving the school. Together with senior colleagues, he has introduced a wide range of initiatives that have strengthened pupils' personal development considerably. Measures to raise pupils' academic achievement, however, have not been as successful. For example, the school recognised weaknesses in pupils' progress in mathematics, and to a lesser degree science, but did not tackle the problem rigorously enough. This is largely because strategies for identifying and tackling the causes of underachievement are not sufficiently thorough. As a result, whilst the older pupils' progress in mathematics has improved this year, there are still weaknesses in teaching and learning that have yet to be dealt with. The school uses performance management well to set targets for staff to improve their skills. The school improvement plan identifies many appropriate initiatives but lacks a strong enough focus on improving pupils' achievement. Nonetheless, the school is in a satisfactory position to improve further.

The views of parents, pupils and other members of the school community are sought and acted upon. The school is largely successful in ensuring that all pupils are fully involved in learning and school life, whatever their background, ability or particular needs. Governors provide considerable support and have a good grasp of the school's strengths. They are less clear about aspects of pupils' achievement that need to improve.

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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, looking at your work and finding out about the things you like doing. We think there are lots of good things about your school, but we also discovered some ways in which we think your learning could be even better. The things we particularly like are:

- your school is a very happy place where everyone gets on very well together
- you really enjoy having special jobs, such as the house captains and playground buddies
- the children in the Nursery and Reception classes learn things quickly
- you really enjoy your lessons and, in most of them, you try hard to do your best
- most of the lessons we saw had interesting things to do, which helped you to learn
- if you are finding your learning difficult, you get good help from the teachers
- the pupils in Years 3 to 6 are doing well with their English work
- you are well behaved, which helps you to get on with your learning
- you enjoy the wide range of exciting activities outside lessons
- the school council members do a good job thinking about how the school can be better
- your school is working towards being a Healthy School and an ECO School and you take these things seriously.

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

- We think you could be doing better in mathematics, particularly in Years 3 to 6, and so we have asked your teachers to make sure the work helps you to learn quickly.
- Some of the work you do in lessons does not help you to learn as quickly as you could. We have asked your teachers to make sure the work helps you to improve.
- We want your teachers to find out more about how well you are doing, and if you could be doing better, so they can give you some extra help.

Thank you for helping us so much with the inspection of your school. Please share this letter with the other pupils. We both hope you will carry on enjoying learning and helping your teachers to make Hollingworth a good place to be.