

Hollin Primary School

Inspection report

Unique Reference Number	105792
Local Authority	Rochdale
Inspection number	324269
Inspection dates	5–6 November 2008
Reporting inspector	Susan Walsh

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	204
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Peter Dawson
Headteacher	Miss Margarett Chapman
Date of previous school inspection	17 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Waverley Road Middleton Manchester Lancashire M24 6JG
Telephone number	0161 643 5148
Fax number	0161 643 2968

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is slightly smaller than most primary schools and mainly serves the local area. The proportion of pupils who are known to be eligible for free school meals is well above average. The proportion with learning difficulties and/or disabilities is above average. More pupils join and leave the school during the school year than is usual. Recently there have been more staff absences than normal due to sickness and maternity leave. The school moved into a new building just over 12 months ago and is co-located with Newlands school which caters for pupils with a very wide range of significant learning difficulties and/or disabilities. Some of the accommodation is shared but the schools operate separately. Provision for the Early Years Foundation Stage (EYFS) includes a part-time Nursery. The school holds a number of local and national awards including a leading aspect award for Special Educational Needs, the Silver Eco award Artsmark, Sportsmark and a Healthy Schools Gold award. The local authority (LA) support programme for mathematics has been in place since September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school is not effective. It provides inadequate value for money and has failed to promote improvement since the last inspection. The past two years have not been straightforward for the school. The headteacher and other leaders have had to manage the challenges presented by a move to a new building and greater staff turbulence than normal. While pupils are well cared for and their personal development and well-being are satisfactory, it is clear that there has been insufficient focus on improving academic standards and boosting pupils' achievement. As a result, standards are falling, particularly in Key Stage 2 and achievement is inadequate. Although pupils make satisfactory progress through the Early Years Foundation Stage and Key Stage 1, progress slows significantly in Key Stage 2; many pupils who had reached average standards at the end of Key Stage 1 fall behind. Standards at the end of Year 6 have declined and are now exceptionally low. Achievement in writing, mathematics and science are inadequate. This is because teaching is inadequate. There is not enough good teaching in Key Stage 2 to accelerate pupils' progress. Expectations are often too low because assessment information is not used well enough to plan challenging work that meets the needs of individual pupils. Those pupils who find academic work demanding, including those with learning difficulties and/or disabilities, make inadequate progress because they are unable to access effective programmes that would boost their achievement. Pupils who join the school at different times in the school year are made very welcome. They make similar progress to other pupils.

Care, guidance and support are satisfactory. Pastoral care is good but the quality of academic guidance is variable. Pupils are well looked after in a warm, welcoming environment where they feel safe and cared for. They have very positive attitudes to their work and their behaviour is good. Parents are overwhelmingly supportive of the school and many comment positively about how much their children enjoy school and how the teachers listen carefully to children. The curriculum is inadequate overall because it is not successfully promoting the development of pupils' basic skills, particularly in Key Stage 2. Nevertheless, there is good provision for art and music and a very good range of after-school clubs, trips and sporting opportunities that greatly enhance pupils' enjoyment of school. They say, 'We like everything.' The good programme for personal, social and health education ensures that pupils are well informed about how to keep healthy and safe. Despite the school's sterling efforts to improve pupils' attendance, rates are below average and declining partly due to pupils taking holidays in term time. The erratic attendance of a significant proportion of pupils is leading to gaps in their learning and contributes to inadequate achievement.

Leadership and management, including governance, are inadequate. Monitoring and evaluation, including checking the quality of teaching and learning and the analysis of data, are not sufficiently robust. The school is aware that achievement in mathematics is not good enough and has received intensive support from the local authority, which has had limited impact. However, overall the school's evaluation of its own work is not accurate and the school has not recognised the full extent of its problems. Consequently, the school is unable to plan effectively for improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Leaders and managers are very new to their roles. They are keen and enthusiastic and are working hard to make sure that all the Early Years Foundation Stage requirements are met.

When children start Nursery their skills are well below average. Over time, on entry to Year 1 children's skills in reading, calculation and their knowledge and understanding have generally been below expectations. At present children's progress is satisfactory through Nursery and Reception, reflecting the satisfactory teaching provided by relatively inexperienced staff. Children settle quickly into the Nursery and Reception classes because of good induction procedures. Many staff work effectively in developing children's thinking skills and their vocabulary. Parents typically say that their children are 'always happy'. Children are learning to work and play well together. Staff are working hard to provide a balanced curriculum where children have plenty of opportunities to choose activities. However, these self-chosen activities are not always sufficiently well planned to move children's learning on. The school is trying hard to improve the way it checks children's learning. However assessment records are not always used effectively enough to plan challenging work for pupils of different abilities.

What the school should do to improve further

- Raise standards and accelerate achievement in writing, mathematics and science at Key Stage 2.
- Use assessment information more effectively, particularly at Key Stage 2, to plan work that meets pupils' individual needs and enables all pupils to make good progress.
- Do more to boost the achievement of pupils who find learning hard, including those with learning difficulties and/or disabilities.
- Develop robust systems to monitor and evaluate the school's work in order to better inform self-evaluation and development planning.
- Persist with developing strategies to raise attendance.

Achievement and standards

Grade: 4

In the recent past, pupils have made good progress in Key Stage 1 to reach broadly average standards by the end of Year 2. Currently pupils in Key Stage 1 are making satisfactory progress reflecting changes to staffing. Pupils are not making sufficient progress in Key Stage 2, particularly in writing, mathematics and science. Standards in English were broadly average in 2007 but standards have fallen, particularly in writing where there are recurring weaknesses in spelling, punctuation and the content of writing, even for the most able. In 2007 standards in mathematics were below average but are now exceptionally low with very few pupils reaching the higher Level 5. Pupils struggle with many areas of mathematics, including problem solving. Although they are keen and enthusiastic they make simple mistakes in their calculations. Standards in science were exceptionally low in 2007 and have fallen further, and again very few pupils reach the higher levels. Pupils with learning difficulties and other pupils who find academic work challenging make slow progress and too little is done to try and boost their progress and help them catch up. The school has failed to meet its targets for improving academic standards in recent years.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils have very positive attitudes to school and particularly enjoy practical activities. They are very competitive and want to do well. They are delighted to receive rewards in assembly. Behaviour is good and pupils clearly know the difference between right and wrong. Although it is clear that pupils really enjoy school, the progress of some pupils is held back by their erratic attendance. The school council, eco committee and 'Hollin's helping hands' are proud of their responsibilities. They are particularly pleased with their contribution to improving behaviour and eliminating bullying. Pupils feel that although some of them fall out at times, there is very little bullying. They are confident that any problems that do arise are quickly addressed by staff. There is a strong tradition of raising money for local and national charities and pupils are very giving. Slow progress in developing adequate skills in literacy and numeracy and the unreliable attendance of a significant minority has a detrimental effect on pupils' future economic well-being.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are satisfactory in the Early Years Foundation Stage and Key Stage 1 but inadequate at Key Stage 2. Relationships between teachers and pupils are good and result in pupils' good attitudes and behaviour. Pupils themselves are very keen to please and are enthusiastic about answering questions and taking part in lessons. Teachers are trying to make lessons lively and interesting, for example by introducing games into the beginning of mathematics lessons, and pupils respond well. However, it is clear that teaching in Key Stage 2 has not been of sufficient quality to promote satisfactory achievement. Lessons are not planned carefully enough. Pupils are not clear about what they are expected to learn and assessment information is not used well enough to arrange activities that meet pupils' individual needs. As a result, pupils of a wide range of abilities often complete the same work. Expectations are too low and there is insufficient challenge in lessons, including for the average and more able pupils. Pupils' progress is tracked but the information is not used effectively by staff to identify when pupils are in danger of falling behind. Nor is the information used to implement effective support.

Curriculum and other activities

Grade: 4

The school's curriculum promotes good enjoyment and underpins many positive aspects of pupils' personal development: for example pupils in Key Stage 2 learn how to eat healthily and cook healthy meals. Musical activities encourage pupils to work with others. Partnerships with other local providers are helping to extend opportunities satisfactorily for pupils, particularly in sport. There is a good emphasis on enhancing pupils' understanding of non-European cultures through art, music and a recent project about slavery. Enrichment activities help broaden pupils' horizons and include a good range of visits and visitors. Popular clubs provide opportunities for pupils to discover new talents. However, there are limitations to the way basic skills are developed, particularly in Key Stage 2. Opportunities for pupils to investigate are restricted in both mathematics and science and work is not always precisely matched to pupils' needs. There

are not always sufficient opportunities for pupils to write at length. Hence, overall, the curriculum is inadequate in promoting pupils' academic standards.

Care, guidance and support

Grade: 3

The school provides good quality pastoral care for its pupils. This is firmly reflected in the school's positive atmosphere and pupils' personal development. The school gives a high priority to keeping pupils safe. Parents overwhelmingly agree that their children are well cared for. The school's policies and procedures for risk assessment and child protection are securely in place and the systems for vetting staff meet with the latest national guidelines. Vulnerable pupils receive good personal support and this is enhanced by good links with external agencies. Pupils with learning difficulties and/or disabilities also receive good personal support but their academic progress is not as well supported. Academic guidance is variable in quality. Marking is better in English than mathematics but does not always give enough guidance to pupils about how they can improve their work.

Leadership and management

Grade: 4

Moving the school to a new building has distracted senior leaders for too long. The lack of focus on securing effective teaching and learning, via rigorous monitoring and evaluation and the robust analysis of data, has contributed to pupils' slow progress and a decline in academic standards. Governors have failed to challenge staff adequately about the situation. Middle managers, although keen and enthusiastic, have not made sufficient contribution to school improvement. Support from the local authority has improved the leadership and management of mathematics, particularly the understanding of achievement and standards. However, many of the changes that have been suggested by the local authority have not yet been fully implemented. The pace of change has been far too slow and standards in mathematics have fallen rather than improved. A cordial relationship has developed with the co-located school. The school is making a satisfactory contribution to community cohesion and works hard to promote racial tolerance and equality.

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Annex A

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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	4

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	2
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	4

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and polite when my colleague and I visited your school. We liked talking to you and particularly enjoyed our chat with the school council. We noticed your lovely art work and thought that the Year 4 visit to Edale looked to be great fun. We were impressed by your good behaviour and by the way you work hard in class. Well done. You clearly enjoy coming to school because it is such a friendly place. We were pleased to hear that you enjoy the after-school clubs, visits, visitors and sport. You told us that you feel very safe in school and that staff always try to help if you have any problems.

However, there is a lot to do to make your school as good as it should be. In Key Stage 2, you are progressing at a slower rate than children in other schools and the standard of your work is lower, especially your writing, mathematics and science work. Your school has been judged to need special measures, which means it needs extra help to improve. Teaching and the way the school has been managed have not been good enough. The teachers are working hard to make things better. We have asked them to help you to improve the progress you make in writing, mathematics and science and to make sure that the work you are set is at just the right level for each of you. We have also asked them to do more to help those of you who find learning hard. We know that school leaders are trying to make your school a better place but we think they could improve the way they check how well you are all progressing.

We are sure that you will do all you can to help your teachers when they are working hard to improve your school. You can really help by making sure you come to school regularly. Some of you are missing too many lessons and this is making it difficult for you to keep up.

We wish you all the best for the future.