

# Hopwood Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	105798
<b>Local Authority</b>	Rochdale
<b>Inspection number</b>	324271
<b>Inspection date</b>	9 October 2008
<b>Reporting inspector</b>	Marie Cordey

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	308
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Parker
<b>Headteacher</b>	Mrs Gill Sarginson
<b>Date of previous school inspection</b>	2 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Magdala Street Heywood Lancashire OL10 2HN

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<b>Age group</b>	5–11
<b>Inspection date</b>	9 October 2008
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**Telephone number**  
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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the pupils' achievement and standards; the quality of teaching and learning; the pupils' personal development and well-being; and how well the school's leadership promotes care and high standards. Evidence was gathered from: national published assessment data; the school's self-evaluation; assessment records, policies and minutes of meetings; observation of lessons; pupils' work; discussion with pupils, staff, the chair of governors and parent governor; and the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, in its self-evaluation form, were not justified. These have been included, where appropriate, in the report.

## Description of the school

This is a large sized primary school drawing pupils from a wide variety of backgrounds. The proportion of pupils who are eligible for free school meals is below average. The vast majority of pupils are of White British heritage. The number of pupils who have learning difficulties and/or disabilities is below average. Early Years Foundation Stage (EYFS) provision includes two Reception classes. The school has gained the Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school and the overwhelming majority of parents agree. They say, for example: Hopwood provides a first class education.' 'Teachers are fantastic.' and, 'A wonderful school where my children are happy and proud.' Together with governors, all staff share the headteacher's vision of making a significant difference to the lives of their pupils. The provision of excellent care is the cornerstone for pupils' outstanding personal and academic development.

From entering the Reception year with below average skills, children make excellent progress to achieve exceptionally high standards in all subjects by the end of Year 6. Their achievement is outstanding. Leaders use their evaluations of the school's performance exceptionally well in order to raise standards. For example, pupils' problem solving skills have improved significantly in Years 3 to 6 because of the school's strong and successful focus on narrowing the gap between standards in English and mathematics. Pupils relish thinking creatively and critically and they enjoy opportunities to thrash out problems. There are no marked differences between the achievement of the various groups of learners, such as those with learning difficulties and/or disabilities or those of boys and girls. Pupils' progress is rigorously and regularly tracked and evaluated using a computerised system. All staff, including class teachers and teaching assistants, enter individual pupils' assessments which can be shared with their pupils and parents. Senior leaders monitor these carefully and take swift and very effective action if any pupils are not achieving as they should or need to be set new, more challenging, targets.

Pupils are courteous and polite and their behaviour is excellent. They are extremely proud to represent their school on the school council, as eco-committee members and as pupil befrienders and play organisers. They take their responsibilities very seriously and competition for these posts is fierce. Citizenship and pupils' roles and duties in the community are an intrinsic part of the school's character. Pupils are very well prepared for life in multicultural Britain and are proud of their country. This is just one element of the school's highly successful efforts to promote community cohesion. Pupils make an outstanding contribution to their community through taking care of the local environment and by very generous fund-raising locally and globally. They greatly enjoy coming to school and their attendance is good. Typically, they comment, 'We want the holidays to end so that we can come back to school.' Pupils know how to keep fit and are encouraged to regard the dining room as a restaurant: good conversation in pleasant surroundings is the accompaniment to their healthy meals. The outstanding curriculum offers plenty of opportunities for pupils to begin to take responsibility for their own safety. Both parents and pupils comment enthusiastically on the exceptional enrichment activities such as the very well attended cookery club, Spanish classes for pupils and parents and the large number of educational visits.

The outstanding quality of teaching and learning is based on the school's principle that all learning should have a purpose. As a result pupils are clear about what they are going to learn, how they are going to do it and its usefulness and importance to their lives. High expectations for every pupil are based on detailed knowledge of pupils' capabilities as well as their interests and needs. Lessons are joyful and pupils are active participants. They discuss their work with their 'talk partners', encouraging and evaluating each other's methods. In a Year 3 lesson, for instance, one pupil says to another, 'No, you're rushing. Slow down.' Learning is planned to encourage the development of enquiring minds through a wide range of subjects. In a study of Victorian times, pupils acted out factory workers' fatigue in a relentless repetition of physical tasks. They went on to discuss how employees should be treated and wrote moving accounts

as if they were factory inspectors. Pupils are heavily involved in the assessment of their learning and this enables them to recognise what they need to do in order to improve it. Teachers and support staff plan lessons together very well so that the needs of all pupils are met. Those pupils who have learning difficulties and/or disabilities are supported extremely well and make excellent progress.

The school's outstanding headteacher and leaders promote an extremely high quality of care and education for pupils. They are appropriately safeguarded and they are very well prepared for their future lives. Challenging targets are used to the full in order to improve standards. The school has accurately identified the need for more resources for outdoor provision in the EYFS in order to accelerate children's progress. Links with outside services such as attendance officers and local authority partners make an outstanding contribution to pupils' personal development and well-being. A strong record of improvement since the previous inspection and the impact of its exceptional self-evaluation support the school's excellent capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make a good start to school life and settle very quickly because of good arrangements to prepare them for joining school. They make good progress from their below average starting points because of good teaching and leadership. By the time children leave Reception, many have attained the early learning goals for their age. Some children start in Reception lacking confidence and ease when communicating with others. Although their social and (communication) skills improve these are not as rapid as in other areas of their learning. This is because opportunities for children to discuss and plan activities and to develop their interests are limited by a lack of big play equipment and restrictions in outdoor space. This also has an impact on their physical skills which are not as well developed as, for example, their skills in writing and number. The teaching of letter sounds and number recognition is incorporated into everyday activities. This has helped children to be skilled and knowledgeable when linking letters and sounds and when counting, especially when they respond in chorus. Children enjoy learning most when they are involved in a wide range of activities to excite their interest. Pupils are looked after well and they enjoy school life.

### **What the school should do to improve further**

- Improve resources for outdoor provision in the EYFS to accelerate children's communication, physical and social development.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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>	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

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

Thank you for your very warm welcome and for being so helpful and keen to talk to me. I would especially like to thank the pupils who met with me to give their views about school and the many others who made a point of speaking to me in the playground and around school. You helped to make the inspection very enjoyable and I would like to share with you what I found out about your school.

Yours is an outstanding school. You learn extremely well and your work is of an exceptionally high standard in all subjects. You are encouraged to eat healthily and keep fit and you enjoy the many opportunities to take part in activities before and after school. You particularly enjoy the activities that you can share with your parents such as the Spanish club. You like to be involved in your lessons, especially when you can match them to your life outside school. I learned a lot about how our lives have improved because you spoke so movingly about conditions for workers in Victorian times. One of the best things about your school is the way you look after each other and respect all the many different types of people in our world. This is because of the excellent way the school looks after you, encourages you and helps you to understand and respect others.

Children in the Reception class settle down quickly and make good progress when they join the school. They are well cared for and made to feel welcome by you. I have asked the school to provide more big play equipment outside so that the Reception children have a bit more choice and so that they can develop their friendships, speaking and listening and their physical skills.