

Hollingworth Primary School

Inspection report

Unique Reference Number	106179
Local Authority	Tameside
Inspection number	324343
Inspection dates	22–23 January 2009
Reporting inspector	Philip Martin

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	193
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 Chris Neale
Headteacher	Mr Philip Davies
Date of previous school inspection	24 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Market Street Hollingworth Hyde Cheshire SK14 8LP
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Hollingworth Primary School is smaller than average. Numbers of pupils have fallen since the previous inspection. Most pupils come from the immediate locality. The proportion of pupils eligible for free school meals is below average. Almost all pupils are of White British backgrounds. None are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is smaller than average, as is the proportion of pupils with statements of special educational need. The school has Healthy Schools, Eco-schools and Green Flag awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has improved well since the previous inspection when its overall effectiveness was judged to be satisfactory. Parents are happy with the care shown for their children, their children's personal development and the quality of education that they receive. A typical comment is, 'We have no regrets in choosing the school and believe the standard of education to be very good.' The school has dealt effectively with all of the areas for improvement identified in the previous inspection. As a result, there has been a steady improvement in standards and achievement so that pupils' achievement is now good and they reach above average standards. Boys and girls achieve equally well, as do pupils with learning difficulties and/or disabilities. The very few pupils from minority ethnic backgrounds also achieve as well as their classmates. Pupils are achieving better because teaching has improved, resulting in effective learning and good progress in English, mathematics and science.

School leaders guide the work of the school effectively. Knowledgeable and committed governors provide a good level of support and challenge, helping to sustain and develop improvements. The school is good at evaluating what needs to be done to improve further. Senior leaders and subject coordinators monitor teaching and learning effectively, but the school has not yet fully refined its tracking and target-setting procedures. As a result, there are some gaps in how the school consistently uses the information it has to set work that precisely matches the learning needs of pupils of all abilities. Sometimes work for the most able pupils does not offer enough of a challenge and fails to extend their thinking, and the work for those just below average ability does not always offer enough support. The systems for measuring pupils' progress are underused in identifying patterns of achievement from year to year across the school so that necessary action can be taken quickly.

Children in the Early Years Foundation Stage (EYFS) enjoy a good quality of education. They make good progress from starting points which are below expectations for their age to reach the expected levels by the end of the Reception year. Pupils continue to make good progress from Year 1 to Year 6. Pupils are prepared well for the next stages of their education because of the good grounding in the basic skills in literacy, numeracy and information and communication technology (ICT). One of the school's strengths is how it cares for and supports pupils so they know how to stay safe and healthy. The school has strong links with the immediate locality which help pupils to develop a sense of belonging and responsibility.

Disruptions caused by recent building works have successfully been kept to a minimum so pupils' education has not suffered. The recent improvements in achievement and standards, leadership and management and in the quality of provision show that the school has a good capacity to make further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start in the EYFS with skills below those expected for their age. They make good progress because the coordinator leads and manages the provision well. Staff are effectively deployed and well trained. Teamwork is strong. Good links with parents and carers mean that children are effectively prepared for school and settle confidently and quickly into school and routines. By the end of the EYFS their personal development is good. They reach standards in the other areas for learning that are as expected for their age. Staff support children's learning

and development well. They provide a good mix of adult-led and child-initiated activities to aid learning and enjoyment. In an outstanding lesson, children excitedly hunted for lost dinosaurs among the sand, equipment and shrubbery in the extensive outdoor area. The children then decided what to do with them, using their own initiative and the resources provided. Staff assess children's progress well and use this information to plan the next steps and this speeds up children's progress because work is effectively matched to their needs. Children are safe and happy because staff look after them well. As a result, they are enthusiastic and motivated. Parents are pleased with the EYFS. A typical comment is, 'I have been very impressed with the teachers' attitudes towards children and families.'

What the school should do to improve further

- Ensure that the more able pupils and those working at just below average levels consistently receive the precise level of challenge and support they need.
- Refine the use of assessment and tracking data to identify patterns of achievement across the school and from year to year.

Achievement and standards

Grade: 2

Pupils start Year 1 with standards broadly as expected. They make good progress through Years 1 to 6 and reach above average standards in English, mathematics and science by the time they leave school. In Years 1 and 2 they achieve particularly well in reading because of the school's recognition of the value of developing speaking, listening and reading skills. This overall good progress continues through Years 3 to 6, showing an improvement since the previous inspection. Pupils with learning difficulties and/or disabilities make good progress towards their targets. Standards at the end of Year 6 have improved since a dip in 2006. In 2007, results in the tests at the end of Year 6 showed a clear improvement and were above average. The provisional test results for 2008 together with school data indicate this trend of improvement is continuing.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They are encouraged to think of others and make positive contributions to local and national charities. The school's strong, successful focus on physical education promotes a very good level of physical activity and an outstanding awareness of how to lead healthy lives. Pupils know the school has a Healthy Schools Award and the part they play in this. They know well the value of exercise and other ways to keep fit and healthy. They have a good understanding of the dangers of smoking, which they describe graphically. They know how to keep safe and are very well aware of the potential dangers of the nearby main road. Most pupils behave well in class and enjoy what they do, although the occasional lack of challenge or support for a few pupils sometimes detracts from this enjoyment. Attendance is good. Pupils make an outstanding contribution to the local community. For example, a range of councils within school enable pupils to have a say in matters that concern them. They readily take on responsibilities such as becoming playground buddies. Very good links exist with the local community and help to contribute to the school's Green Flag Award. Their work in helping to develop a local country park is featured on a public broadcaster's website. Pupils are prepared well for the future because they achieve well in the basic skills of literacy, numeracy and ICT.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well because of good teaching. In a typical lesson, teachers tell pupils what they are going to learn. This ensures that pupils understand what they are doing and why. Pupils learn how to evaluate their own and their partner's work. The work that pupils do is usually suitably matched to what they already know. However, teachers sometimes do not provide enough challenge for all pupils. For example, the most able pupils in a Key Stage 2 mathematics lesson quickly grasped the idea about the number of possible combinations of two lists, but did not take this idea further, or have the chance to extend what they were doing. In another lesson, some pupils who needed support to write in a structured way were left too much to their own devices. Consequently, they did not complete as much work as they might otherwise have done. Relationships are good, so pupils are willing to participate in discussions and happy to get on with their work. Pupils with learning difficulties and/or disabilities learn well because teachers match work to their needs and teaching assistants provide good support.

Curriculum and other activities

Grade: 2

The good quality curriculum is a key factor in pupils' good levels of achievement in their academic and personal development. It meets the needs of individual pupils most of the time. Links between subjects are developing well so that pupils develop literacy skills in a range of subjects. The use of mathematics and ICT skills are clearly evident in science. A wide range of physical activities, in and out of lesson times, promote healthy lifestyles very well. Other clubs, visitors and visits further enrich the curriculum. Older pupils take part in residential visits that offer challenging and exciting outdoor experiences. Pupils who have particular gifts or talents in one or more areas are also kept involved and interested through the chances they have to take part in a range of activities. These include the development of thinking and ICT skills, working with pupils from a nearby secondary school, for example, to arrange emergency procedures in the case of a natural disaster.

Care, guidance and support

Grade: 2

Staff support pupils' achievement and personal development well. Safeguarding procedures are in place and meet government requirements. Pupils feel safe and secure in school and they are confident that there is someone to turn to if they feel troubled or upset. Parents agree that the school is warm and welcoming. A typical comment is, 'Teachers are always friendly and approachable for parents and children.' Pupils with learning difficulties and/or disabilities are identified quickly and supported well by skilled learning assistants so they make good progress. Good links with outside agencies help to ensure pupils' welfare. Teachers use data to set useful and well understood targets. Pupils' progress is assessed and checked within year groups but an overview of pupils' progress from year to year across the school is not in place. Work is regularly marked but clear advice on next steps is not always given. This means that, although pupils know their targets, sometimes they are not sure how to reach them. The school is working to address this.

Leadership and management

Grade: 2

The headteacher's clear vision for raising standards is supported and shared by all members of staff. There is a firm commitment to including all pupils and ensuring equality of opportunity. The school has a good picture of its own effectiveness. Senior leaders and subject coordinators monitor and evaluate the quality of the school's work using a range of strategies. They effectively identify weaknesses as well as strengths, and take the necessary action to deal with them. This has been a key factor in the school's improvement. Sometimes trends in pupils' progress are not detected quickly enough, but the school is setting increasingly challenging targets for classes and pupils. The school's contribution to community cohesion is good. Very good links exist between the school and the immediate community and the school is developing links with other countries. However, links with the wider community and other places in the UK are not yet as well developed. School governors are involved well in the life of the school and they have a good understanding of what is happening and the standards and achievements reached. They ask challenging questions based on their understanding of school data and offer useful advice and guidance based on their expertise, for example in achieving a particular financial status. The school is working within an agreed deficit budget, resulting from reduced funding because of falling rolls, and has a recovery plan in place. In view of the positive outcomes, it provides good value for money.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	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

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

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

Thank you for the welcome you gave my colleague and me when we inspected your school. We very much enjoyed talking with you and watching how well you worked in lessons.

We think that your school is a good one. Children in the Nursery and Reception class get off to a good start. You make good progress, particularly in the important areas of English, mathematics and science. This is because your teachers plan interesting and enjoyable lessons that help you to learn and they look after you well. Not only that, but you are polite and well behaved. You think about others and help the school to run smoothly by doing your jobs properly. We saw that you help to take good care of each other and the school. The work you do is usually interesting but we think that, sometimes, it could be a little tougher for some of you so you make even better progress. Some of you could sometimes do with a little bit more help and support. You know what you need to do to be healthy and safe. The good PE lessons and sports clubs help you to do this. You should be proud of the links you have made with different groups in your village.

We have asked the school to do two main things:

- to make sure that in all lessons pupils are given work to make them think and that teachers provide help and support pupils where it is needed
- to use the information about how well you are doing to discover a little more quickly than it does if there are any improvements that need to be made.

You can help by carrying on working hard, doing your best and joining in with all the activities as much as you can.