

# Hollingwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	107435
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336882
<b>Inspection dates</b>	1–2 February 2010
<b>Reporting inspector</b>	Andrew Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	477
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Philip Leyland
<b>Headteacher</b>	Mr Jonathan Duke
<b>Date of previous school inspection</b>	9 July 2007
<b>School address</b>	Hollingwood Lane Bradford West Yorkshire BD7 4BE
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, observed 14 teachers and spent approximately 40% of inspection time looking at learning, including time spent looking at pupils' work. The inspectors held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at a range of documentation, including policies, the improvement plan and an analysis of the school's records on pupils' progress and attainment. The inspection team received and analysed 100 questionnaires from parents and carers as well as a number of questionnaires completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- standards and progress in the Early Years Foundation Stage
- the progress made by all groups of pupils in mathematics, especially girls and pupils who speak English as an additional language
- the progress of pupils with special educational needs and/or disabilities
- the effectiveness of leadership and management in improving the quality of teaching.

## Information about the school

The school is larger than average. A well above average proportion of pupils are from other than White British backgrounds. There is a higher proportion than average of pupils learning English as an additional language and this has increased since the last inspection. The percentage of pupils with special educational needs and/or disabilities is above average. The proportion of pupils eligible for free school meals is average. The Early Years Foundation Stage Unit comprises a Nursery and two Reception classes. The headteacher was appointed to the school after the last inspection.

The school has achieved awards for Healthy Schools, Activemark and Silver Artsmark. It also has a Drugs Charter Award and Inclusion Chartermark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Hollingwood Primary is a good school. Pupils from many different nationalities and backgrounds play and work together harmoniously because of the good care and support they receive. They make good progress and are keen to learn because lessons are exciting and purposeful. The headteacher and senior staff lead the school well and all staff are motivated and focused on constant improvement. Parents and carers feel warmly welcomed and successfully involved in their children's education.

Pupils are inquisitive and hard working. They enter school with skills at levels which are well below those typically expected for their age. They get off to a flying start in the Early Years Foundation Stage. Pupils of all abilities make good progress throughout the rest of the school and leave in Year 6 with average standards. Pupils with special educational needs and/or disabilities and those who speak English as an additional language also achieve well because of support which is closely matched to their needs. Pupils are well behaved and considerate to others. They take seriously their many responsibilities, for example as school councillors and road safety officers, and contribute well to the school's happy, calm and orderly ethos. They adopt healthy lifestyles and take full advantage of the many physical and sporting activities on offer.

The quality of teaching is good and staff make effective use of assessment procedures to match work accurately to pupils' needs. However, targets and guidance for pupils to improve their own work are not always precise and challenging enough to ensure the fastest rates of progress. The vibrant displays of pupils' work are testimony to the rich curriculum. Pupils benefit from many well-planned visits and visitors, such as from the Circus School, and staff throw themselves wholeheartedly into the spirit of the event. However, opportunities for pupils to use and apply their basic skills independently through all subjects are sometimes lacking. There are robust systems to keep pupils safe and to support and guide vulnerable pupils.

The senior leadership team, strongly guided by the headteacher, is reflective and self-critical. All staff, governors, and parents and carers contribute to focused and largely accurate self-evaluation. The school provides pupils with good equality of opportunity and all groups of pupils have high aspirations as a result. The school has maintained strengths seen at the last inspection and made improvements to pupils' achievement and the quality of teaching and learning. School improvement planning provides challenging priorities for future development and, as a result, the school is well placed to continue to improve.

**What does the school need to do to improve further?**

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- Improve the quality of teaching and of pupils' learning, by:
  - ensuring that pupils are set challenging and achievable targets to help them improve their work
  - making effective use of marking and guidance in lessons to help pupils to better achieve their targets.
- Increase the opportunities for pupils to use and apply their basic skills throughout the curriculum.

**Outcomes for individuals and groups of pupils****2**

All groups of pupils make good progress because they receive good-quality teaching and the strong nurturing environment helps them develop very positive attitudes to learning. Pupils clearly enjoy their time at school, work hard in lessons and their good behaviour makes a significant contribution to their learning. Attendance is satisfactory. Pupils with special educational needs and/or disabilities and those at the early stages of learning English as an additional language also make at least good progress because their individual needs are carefully diagnosed and sensitive support provided.

Standards are below average by the end of Year 2 and by Year 6 are average. The rate of progress pupils make has improved since the last inspection because of the good use teachers make of accurate assessments to set targets and plan future learning. However, some opportunities are missed to provide finely tuned guidance to enable pupils to take the initiative and to improve their work rapidly.

Pupils have a good understanding of how to keep fit and healthy, for example they take part in sporting activities with great enthusiasm. In addition, pupils become effective ambassadors in encouraging others to lead a healthy lifestyle, especially by growing their own vegetables and cooking them. Pupils say they feel safe. They explain clearly how they can keep themselves safe and are very confident they would find someone to help with a problem. Girls and boys work and play well together and there is very good racial harmony. Pupils' spiritual, moral, social and cultural development is good. This is evident in their mature, reflective attitudes and the sensitivity they show to other pupils.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching and learning is good. There is excellent classroom management that maintains a positive learning environment. Teachers plan lessons well to meet the needs of different groups of pupils, ensuring good learning. Fun lessons bring learning to life through role play and teachers effectively use a range of information and communication technology (ICT), and problem-solving and investigative activities. Pupils work well in pairs or small groups. They organise themselves well and take different responsibilities in order to complete shared tasks. Adults are skilled at questioning pupils in order to deepen pupils' understanding and to help them consolidate their ideas. Teachers make accurate use of their assessments of pupils' achievements to match work to their needs. Teachers set individual targets to help pupils learn and consolidate over time their skills in literacy and numeracy. However, these are not always precise enough nor do they set the right level of challenge to ensure that pupils make the fastest progress they could. Teachers occasionally miss opportunities in lessons and through their marking to guide pupils effectively towards the next steps in their learning. Teaching assistants provide skilled support to ensure that pupils of all abilities, including those at an early stage of learning English as an additional language, are fully included and progress well.

The curriculum is broad and exciting. The promotion of pupils' social and emotional learning is a strength of the school and contributes significantly to the progress of all pupils, especially the most vulnerable. Well-planned schemes develop pupils' basic skills in literacy, numeracy and ICT. The school is making good links between subjects to make learning enjoyable and relevant. There are many exciting opportunities for pupils

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to participate in art and music events, and work in these disciplines is often of a high standard.

Pupils receive good care and support. This is built on strong and well-planned policies to promote behaviour and personal development which are consistently applied. The learning mentor and special educational needs coordinator work closely together to support pupils with social and emotional needs. There is a good partnership with outside agencies such as education welfare and psychological services and with parents and carers, which helps to break down barriers to pupils' learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

All leaders and managers are ambitious for the school and its pupils. Senior staff monitor and evaluate pupils' achievement well and this forms the backbone of future improvement planning. The headteacher is increasingly involving all staff in evaluating and improving the quality of provision and this practice is becoming embedded. The school takes leading roles in its good partnership with other institutions. For example, the Learning Network project for writing is enriching pupils' learning. Staff have created a safe and secure learning environment in which children enjoy their education. Leaders are incisive and thorough in monitoring the success of new initiatives and ensuring that all pupils benefit. This has had a good impact on driving up standards for all groups of pupils. Safeguarding procedures meet current standards and are rigorously applied. Efficient systems are in place to ensure the security and health and safety of pupils and adults.

The school's effectiveness in promoting equality of opportunity is well illustrated in the way it has reduced the gap between girls' and boys' attainment and in the take-up of the wide range of extra-curricular activities by all groups of pupils. The school makes a good contribution to community cohesion. It uses the curriculum well to broaden pupils' horizons about other cultures and lifestyles, through initiatives such as the Madrassa project and links with local churches. There are good plans in place to improve pupils' knowledge and to involve them in global issues, such as sustainable development, but these have not yet been fully implemented. Governors provide good support and challenge, particularly through their new committee structure. They fulfil their statutory duties effectively and ensure that the school is well resourced. The partnership with parents and carers is strong and they welcome the training and information they

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receive. The school provides good value for money and is continuing to develop all aspects of provision further.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When they start school children's skills are generally at levels well below those expected for their age. They get off to a good start in their education and develop a real thirst for learning because:

- home visits and very effective information for parents and carers help children make the best possible start in the Nursery
- although standards are lower than average by time they leave Reception, children make significant gains in all areas of their learning, especially in their personal and social development and in their early writing and counting skills
- effective welfare arrangements and very positive relationships ensure that children feel very safe and secure and settle extremely quickly
- adult-led group sessions are keenly focused on moving children on in their learning; as a result, children at an early stage of learning English as an additional language progress quickly
- children greatly enjoy exploring the wide range of stimulating learning activities both indoors and out; they develop good independent learning skills and staff skilfully intervene to boost children's self-esteem, support their language development and get them thinking
- the leadership of the Early Years Foundation Stage is very strong and purposeful; there are effective systems to track and improve children's learning and the leader



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is well supported by a committed staff team.

As a result of these strengths, children grow in confidence and make good progress and they are clearly very proud of their accomplishments.

The reason why the overall effectiveness of this key stage is good rather than outstanding is that there are some limitations placed on children's learning due to relative weaknesses in outdoor provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are very supportive of the school. They value the opportunities to be involved in their children's learning and feel well informed about the progress their children make. They feel that the school is very safe and levels of care are high. They feel that teachers are approachable and the quality of teaching is good. The inspection team agrees with the views expressed by the majority of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollingwood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 100 completed questionnaires by the end of the on-site inspection. In total, there are 477 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	50	49	49	0	0	0	0
The school keeps my child safe	43	43	51	51	3	3	0	0
The school informs me about my child's progress	38	38	51	51	8	8	1	1
My child is making enough progress at this school	35	35	53	53	8	8	1	1
The teaching is good at this school	38	38	57	57	1	1	1	1
The school helps me to support my child's learning	36	36	53	53	6	6	1	1
The school helps my child to have a healthy lifestyle	40	40	52	52	6	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	32	55	55	3	3	0	0
The school meets my child's particular needs	34	34	53	53	10	10	1	1
The school deals effectively with unacceptable behaviour	31	31	59	59	4	4	2	2
The school takes account of my suggestions and concerns	26	26	60	60	7	7	3	3
The school is led and managed effectively	35	35	59	59	0	0	3	3
Overall, I am happy with my child's experience at this school	45	45	47	47	3	3	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 February 2010

Dear Pupils

Inspection of Hollingwood Primary School, Bradford, BD7 4BE

Thank you for the very warm welcome you gave to me and my colleagues when we inspected your school recently. You gave us a great deal of help and information and it was a pleasure to spend time with you in lessons and at break times. I hope you and your teachers are all back to normal after the fun many of you had in the Circus School. I would like to tell you about some of the things we found.

- You go to a good school and you and your parents and carers are right to be proud of it.
- You make good progress in all your work.
- You get off to a good start in the exciting Nursery and Reception classes.
- You take lots of responsibilities, such as being school councillors, playground buddies and road safety officers.
- You are positive and your behaviour is good. Everyone gets on well together
- You are given many exciting things to learn about because the quality of teaching is good. Sometimes the targets you are set are not clear and teachers do not always give you enough guidance to help you improve your work.
- We were very impressed with the many examples of detailed creative work around school. Occasionally, your teachers miss the chance to encourage you use your literacy and numeracy skills in other subjects.
- You know how to keep safe in many different situations because the staff take care of you.
- The headteacher and his staff lead the school well and make sure you are all involved in everything the school has to offer.

We have asked the school to give you more guidance about how to improve your work and to encourage you to use your literacy and numeracy skills more in other subjects.

Continue to work hard and enjoy your time at school.

I wish you all the best for the future.

Yours sincerely

Mr Andrew Clark

Lead inspector

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