

Hollingwood Primary School

Inspection report

Unique Reference Number	112794
Local Authority	Derbyshire
Inspection number	338021
Inspection dates	18–19 May 2010
Reporting inspector	Krishan Sharma

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	John Wallace
Headteacher	Stephen Hull
Date of previous school inspection	11 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 11 teachers during 16 classroom visits typically lasting between 20 and 30 minutes. Meetings were held with the Chair and Vice-Chair of the Governing Body, staff and a group of pupils. No formal or informal meetings were held with parents. One parent who wished to be contacted was contacted by the lead inspector. Inspectors looked at some of the school's policies and procedures, pupils' written work and tracking data used to monitor pupils' progress. Forty-three parental responses were considered as well as those completed by staff and Key Stage 2 pupils. Many aspects of the school's work were reviewed. The following areas were looked at in detail:

the progress pupils make, particularly in Key Stage 2

- the quality of teaching and its consistency across the school
- how well the school identifies pupils' with special educational needs
- the rigour and accuracy of monitoring and evaluation.

Information about the school

This is a larger than average primary school. Almost all pupils come from a White British background. Of the very few pupils from minority ethnic groups, none speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average as it is for those with a statement of special educational needs. Provision for the Early Years Foundation Stage comprises a Nursery class for mornings only and two Reception groups, one of which is taught in a mixed-age class with Year 1 pupils.

The school has achieved the National Healthy Schools status and holds the Basic Skills Quality Mark, the International Schools Award (Intermediate) and the Investors in People Award. Additionally, it has the local Anti-bullying Award and an ECO school (Bronze) Award.

The school will move into a new building, which is under construction on the adjacent site, early next year.

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?

3

The school's capacity for sustained improvement

3

Main findings

Hollingwood Primary provides satisfactory education for its pupils. Pupils feel that adults in the school care about them, they enjoy being at school and feel safe. Since the last inspection, the school has been successful in improving the quality of teaching in Key Stage 2. The new developments in the curriculum, including cross-curricular topics, have created more opportunities for pupils to enjoy their learning. Pupils behave responsibly and are polite and friendly.

By the time pupils leave the school in Year 6, their attainment is broadly average and most of them make at least satisfactory progress from their starting points, which are at or around the levels expected on entry to Nursery. Although good lessons were seen during the inspection, the quality of teaching is mainly satisfactory and it is inconsistent across the school. It is stronger in Key Stage 2 than in the Early Years Foundation stage and Key Stage 1. The inconsistencies in teaching are mirrored in the inconsistent progress pupils make.

In the exciting lessons, pupils are highly challenged by the tasks given to them and they make good and faster progress. Other common features that make these lessons effective include teachers' oral comments that precisely assess pupils' progress, the expectation that pupils are able to explain what they are doing and pupils' confidence in assessing their own work. These features are less apparent in many other lessons.

The school has a satisfactory capacity to improve. The broadly accurate self-evaluation, although lacking some depth, has helped the school to identify the right priorities for improvement. The middle leaders and managers are ready and willing to play a greater part in the school's development. Monitoring and evaluation are being strengthened but remain insufficiently systematic and robust. Currently, the range of evidence collected is narrow and leaves some weaknesses unearthed, such as some lack of accuracy and consistency in internal assessment, particularly in the Early Years Foundation Stage and Key Stage 1. The progress shown in data is not always confirmed by pupils' written work. The identification of pupils having special educational needs showed a lack of understanding. The school included in its calculations some pupils who did not meet the criteria. The misunderstanding was rectified during the inspection and this resulted in amending the overall percentages of pupils with special educational needs in the school. The observation of teaching and the analysis of pupils' written work are insufficiently developed, as is the governors' involvement in evaluating the work of the school. Leaders at all levels recognise that their monitoring and evaluation skills are insufficiently fine-tuned to make a good contribution to school improvement.

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What does the school need to do to improve further?

- Accelerate pupils' progress to raise attainment in the basic skills across the school by:
 - raising the quality of teaching to at least good
 - ensuring that activities planned provide sufficient challenge for all groups
 - expecting pupils to explain what they are learning
 - giving pupils precise oral comments on their progress in lessons
 - improving pupils' skills in assessing their own work so that they know how well they are doing.
- Improve monitoring and evaluation and their contribution to school improvement by:
 - extending the range of evidence collected to inform the school's self-evaluation
 - establishing a formal annual timetable of monitoring and evaluation activities, making clear who has responsibility for undertaking them
 - increasing moderation of internal assessment to ensure accuracy and consistency across the school, particularly in the Early Years Foundation Stage and Key Stage 1
 - bringing rigour to observations of lessons and to the scrutiny of pupils' written work, ensuring that the impact of teaching on pupils' learning is always checked
 - sharpening skills of leaders at all levels in observing teaching and analysing pupils' written work
 - involving members of the governing body further in the school self-evaluation process.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' enthusiasm for learning is noticeable where teachers capture their interest. Most pupils make at least satisfactory progress. Those with special educational needs and/or disabilities also make satisfactory progress because the quality of teaching is mainly satisfactory. Occasionally, some in the middle and lower ability range make slower progress. Progress is better in reading than in writing, because there has been a strong focus on the development of reading skills. Attainment at the end of Key Stage 2 in English and mathematics was broadly average in the school's 2009 national test results and in the work seen during the inspection. However, attainment and pupils' progress as they move through the school are inconsistent. Both improve towards the end of Key Stage 2 classes due to more effective teaching there. In lessons, pupils work well with their peers. Most can talk about what they are doing, but only a few can explain clearly

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how well they are doing in relation to their learning goals.

Behaviour is satisfactory, both in lessons and around the school. Even so, a significant number of pupils expressed some concern about behaviour in the school through their responses to the questionnaire. However, in discussions with inspectors, pupils confirmed that there is very little disruption and this is managed well by adults when it occurs. Pupils say that they feel safe at school and their parents agree with this view. They make sensible choices when eating and participate in physical activities with enthusiasm. Most of them know and understand well what they have to do to stay healthy. Pupils take on responsibility for a range of tasks around the school. They are concerned about others in the community and are willing to raise funds to help good causes.

Sound achievement in the basic skills, the ability to get on with each other and their regular rate of attendance make a satisfactory contribution to pupils' future economic well-being. They are willing to reflect on their own experiences and have a sound understanding of what is acceptable and what is not. Their understanding of cultures other than their own is limited but growing as the curriculum is beginning to bring an international dimension to their learning.

These are the grades for pupils' outcomes

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

¹ 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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How effective is the provision?

Short-term planning makes teachers' intentions clear. Although many lessons engage pupils' interest, there are times when activities fail to motivate all pupils to stay on task and then restlessness creeps in. The teaching assistants are judiciously deployed. At their best, they are clear about when to intervene and when to expect pupils to exercise their initiative. In the more effective lessons, teachers' confident subject knowledge shines through, their questioning is persistent and they manage to sustain pupils' interest. As a result, pupils make good progress. In the mainly satisfactory lessons, often expectations are insufficiently high, oral feedback is imprecise and pupils are not clear about how well they are doing.

The curriculum provides an adequate range of activities that contribute to pupils' enjoyment as well as to the development of their basic skills. The cross-curricular topic work provides imaginative opportunities for pupils to explore themes of interest and reflects the growing use of information and communication technology. The regular use of specific targets assists pupils' progress, as they are carefully worded to match pupils' needs. Educational visits, including residential, visitors and a range of enrichment activities all extend pupils' learning and enjoyment.

The network of support within the school ensures that the pastoral care contributes to pupils' learning and well-being. As a result, most of them feel supported and safe. The learning mentor's support for pupils whose circumstances may make them vulnerable is very effective and goes a long way towards minimising barriers to their learning. The induction and transition arrangements when pupils start or leave school are sound and reassure parents and pupils alike. There are effective measures to maintain attendance and punctuality at broadly average levels are working.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher and other leaders are keen to move the school forward and have identified the right priorities for its future development. The school's self-evaluation is broadly accurate, but relies on a limited range of evidence. However, there is now sharper focus on data collection and analysis, which is put to good use in tracking pupils' progress and for setting challenging, but realistic, targets. The observations of teaching are not as robust as they need to be to improve its quality. Neither is the pupils' written

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work scrutinised enough. In both cases, the impact of teaching on pupils' learning is insufficiently evaluated. The middle leaders and managers enthusiastically contribute to the development of lesson planning and the implementation of agreed policies in areas for which they are responsible. Their training for their monitoring role is insufficient to bring rigour to school improvement.

Safeguarding requirements are met and all staff are suitably trained. The school ensures that all groups of pupils perform at least satisfactorily and is committed to promoting equality and tackling discrimination. Governors are supportive of the school and, in general, know the school's strengths and weaknesses. They recognise that they should be more fully and systematically involved in the evaluation of the school's performance. Partnerships with other providers, including local schools and services and organisations promoting sport, have broadened the range of pupils' experiences. The school makes a satisfactory contribution to community cohesion through a range of collaborative initiatives with other schools, which are aimed at promoting global understanding. Since the last inspection, the school has taken positive steps to improve its engagement with parents through regular communication and by sending an increased range of information.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress from their starting points on entry. Progress is stronger in reading than in writing, due to the systematic emphasis placed on the teaching of letters and sounds. Children have a confident start each day and settle down

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to take part in the activities on offer. Most children enjoy listening to rhymes and join in singing. Children move about carefully so as to ensure their own and others' safety. They relate well to adults and other children. In lessons, some become overenthusiastic and tend to call out. Planning provides an adequate range of activities and experiences to cover all areas of learning. The teaching assistants make a good contribution to children's learning, particularly during the sessions when letters and sounds are being taught. Occasionally, when the activities are not carefully planned, children lose interest and become restless. Children's progress is assessed regularly, but it does not sufficiently inform the next steps in their learning. Neither is assessment sufficiently moderated to form an accurate basis for completing the Foundation Stage Profile. This has resulted in inconsistency, which is currently being tackled with vigour by the new leader of the Early Years Foundation Stage, who has already identified a clear set of priorities. Adults work well with parents and welcome their presence in the Nursery at the start of the day.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

About 15% of parents and carers returned their questionnaires, which is a low level of response. Of those who responded, a very large majority is positive about the school, particularly when parents felt their children were kept safe and helped to have healthy lifestyles. The inspection findings support these views. However, the inspection evidence does not support parents' views when they say that their children make enough progress in the school and that teaching is good. The inspection findings clearly indicate that both could be better. A small minority of parents raised concerns that the school does not take their suggestions seriously. During the inspection the school was able to present a range of evidence to show how it had improved its engagement with parents. Even so, a few parents are still seeking reassurance that their views are listened to. A few were also concerned with the effectiveness of the leadership and management of the school. The inspection evidence found them to be satisfactory.

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 43 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	42	21	49	4	9	0	0
The school keeps my child safe	15	35	26	60	2	5	0	0
The school informs me about my child's progress	16	37	21	49	6	14	0	0
My child is making enough progress at this school	15	35	24	56	3	7	1	2
The teaching is good at this school	15	35	23	53	3	7	1	2
The school helps me to support my child's learning	15	35	20	47	4	9	0	0
The school helps my child to have a healthy lifestyle	11	26	28	65	4	9	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)	10	23	26	60	3	7	0	0
The school meets my child's particular needs	13	30	26	60	3	7	1	2
The school deals effectively with unacceptable behaviour	12	28	24	56	4	9	1	2
The school takes account of my suggestions and concerns	9	21	24	56	6	14	2	5
The school is led and managed effectively	8	19	28	65	4	9	2	5
Overall, I am happy with my child's experience at this school	16	37	22	51	4	9	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



20 May 2010

Dear Pupils

Inspection of Hollingwood Primary School, Chesterfield, S43 2JG

Thank you very much for all the help you gave the inspection team when we came to inspect your school. We enjoyed meeting and talking to you. We think you attend a school which gives you a satisfactory education. It has some good features and there are some things it could do better. Here are some of the things that we found out about your school.

Most of you make steady progress and reach standards that are close to average by the end of Year 6.

You have a good knowledge of how to stay healthy.

You say you enjoy being at school and feel safe.

Your teachers, the learning mentor and other adults take care of you.

To improve your school further, we have asked the school to work on some important things.

Make sure that teachers do all they can to improve the rate at which you make progress in lessons. To do this, we have asked that all your lessons are at least good and you are helped to understand how well you are doing.

Make sure that your teachers, senior and middle leaders and governors check more carefully how well you are learning and how well your school is performing.

Our best wishes for the future. We know how eagerly you are looking forward to moving into your brand new building.

Yours sincerely

Krishan Sharma

Lead inspector

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