

Hollinswood Junior School

Inspection report

Unique Reference Number	123456
Local Authority	Telford and Wrekin
Inspection number	340346
Inspection dates	14–15 December 2009
Reporting inspector	Andrew Stafford

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Chair	Paul Shutt
Headteacher	Glenn Atkinson
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons or part lessons, and held meetings with governors, staff, groups of pupils and spoke informally to parents. They observed the school's work and looked at school policies, including those on safeguarding, pupils' work, assessment data, monitoring records, strategic planning and minutes of governors' meetings. They also scrutinised 19 questionnaires returned by parents as well as questionnaires from staff and pupils.

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

- the school's record of attainment and pupils' progress in recent years
- the rates of progress made by the current pupils, including those with special educational needs
- what measures the school's leaders have taken to improve attainment and progress
- how well information about pupils' progress is used to plan work to match pupils' capabilities.

Information about the school

Hollinswood Junior School is smaller than average. The proportion of pupils eligible for free school meals is above average. Most pupils are from White British backgrounds. The percentage of pupils with special educational needs and/or disabilities is above average, as is the proportion of pupils who have a statement of special educational needs. The school has achieved the Healthy School award. Children have before- and after-school care from an external provider at the on-site infant school, with which the school works closely.

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

The good features of this satisfactory school mean that Hollinswood Junior has a good reputation locally. The headteacher and staff have created a welcoming and calm learning environment. Parents appreciate the care it offers its pupils and the way it helps them to develop confidence and self-esteem. As one parent commented, 'We are very pleased with the progress our son has made, he is very happy which is vital. I find the staff very friendly and approachable'. The school has developed strong links with parents and carers, other local schools and outside agencies to support pupils. A key strength of the school is the keenness and determination with which pupils tackle their work. The school is justly proud of its inclusive nature and its place at the heart of the community.

Achievement is satisfactory overall, although attainment is below average at the end of Year 6. This is because pupils, including those in vulnerable circumstances, make better progress in some classes than in others due to inconsistencies in the quality of teaching. There are clear signs that this is starting to change. Attainment has risen in Years 3 and 4 where teaching is now stronger, and there is a rising trend in Years 5 and 6. Whilst progress in reading, writing and mathematics is accelerating in literacy and numeracy lessons, there are too few opportunities for pupils to enhance their basic skills across other subjects. The school has detailed information about pupils' progress. Pupils know at what level they are working and what they need to do to improve. Teachers are becoming more successful in using this information to plan work that is sufficiently challenging and this contributes to the improving picture of pupils' progress across the school. The school has implemented appropriate strategies to improve writing although these have not yet had a full impact on standards across the curriculum. The school has made satisfactory progress since its last inspection. Senior leaders have tackled some of the most important weaknesses and, although much remains to be done, improvements have been made.

The headteacher is an effective leader who has created a strong staff team which has a shared commitment to pupils' wider personal development and to raising standards. Staff appreciate how he involves them in the decision-making process but, at this stage, all staff are not actively accountable for the impact of initiatives for improvement. The school knows itself well and accurate self-evaluation has led to appropriate areas for improvement. Senior and middle leaders are willing and enthusiastic as they are increasingly involved in the self-evaluation process. They have the experience and skill to drive the improvement process with confidence. Middle leaders are especially good at evaluating the success of initiatives and understanding how to use data to monitor performance. As yet, other teachers are not as proficient in using data on pupils'

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progress. The school's capacity to improve is satisfactory because there is clear evidence that initiatives are making a difference to improving outcomes for the pupils. The school provides satisfactory value for money.

A very large majority of parents and carers support the work of the school, despite the low number of inspection questionnaires returned. Parents say that their children have flourished because they love attending school and do well. They are stretched in the subjects in which they excel and encouraged in the subjects they find less appealing. They thoroughly enjoy extra activities, especially in sport and the arts. The curriculum does not provide consistently stimulating opportunities for pupils to make good progress. Pupils are very positive about their school and almost all appreciate how the school helps them to stay safe, learn and know how to improve their work.

What does the school need to do to improve further?

- Raise attainment across all subjects during the next two years by:
 - developing teaching strategies that will consistently improve pupils' learning and progress
 - ensuring that all teachers make full use of assessment data when planning work for individuals and groups of pupils
 - providing more opportunities for pupils to enhance their basic skills across Foundation subjects
 - developing the curriculum so that pupils find all their work stimulating.
- Develop the expertise of teachers by ensuring that:
 - they receive further support and development in the analysis of assessment information
 - they are more closely involved in monitoring and evaluating the impact of initiatives in order to drive improvement.
- 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**

Attainment for pupils in Year 6 in recent years has been below average. The school's results in the national tests for 11 year-olds are typically below average. This is because teaching, while it is satisfactory and has some strong features, is not strong enough to ensure that pupils make better than average progress from their starting points. As a result, their achievement is satisfactory. Each year group has a large proportion of pupils with special educational needs and/or disabilities and they make satisfactory progress because their specific needs are identified and responded to effectively.

Pupils show great keenness to do well in their work and enjoy their learning. Their personal development is good. They are very aware of the importance of a healthy diet

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and of taking of plenty of exercise. This is reflected in the high levels of involvement in sporting activities and the high uptake of healthy school meals. Pupils get on very well with each other and with adults in the school, and they say they feel very safe. They are confident that they know what to do if they have a concern. In lessons, pupils behave well, have good attitudes and relationships, and work conscientiously. Pupils enjoy learning through lively activities. This was evident when they were solving mathematical problems and showing their answers on the interactive whiteboard, and sewing puppets from their own designs.

Pupils make a good contribution to the school community. They take on a range of roles, such as working in the school office at lunchtime, and they put forward their ideas through the school council. The school has good links with residents in the local area who appreciate the children's good behaviour. Pupils raise money for a range of local and international charities. Pupils have a love of the outdoor life, describing how much they enjoy investigating wildlife in the Pit Mound area adjacent to the school. The 'eco-warriors' group thrive in their garden. Pupils' understanding of communities in other parts of the world is developing well through gaining international links through the 'Global Gateway'. They have confidence in using information and communication technology and have developed enterprise skills through running the school's fruit tuck shop. Their basic skills in English and mathematics equip them satisfactorily for their future economic well-being.

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	4
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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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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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

While teaching is satisfactory overall it has some good features, especially in the pace of learning, and, as a result, there are signs of improvement in the rate of pupils' progress. In good lessons teachers use secure subject knowledge to plan a range of interesting activities which are well matched to pupils' individual interests and abilities. In these lessons teachers use discussion, games and interactive whiteboard technology to engage pupils and to stimulate their thinking. They make it clear what pupils are to learn in the lesson and use questions well to find out what they already know and to check that have moved on in their learning. The school's expectations are that this practice should be in place throughout the school. However, some teaching is only satisfactory. In these lessons, learning is less effective, pupils are not so involved and this reduces their motivation. Teachers talk for too long, the pace is slower and opportunities are missed for pupils to learn independently. Pupils sometimes lose interest when they all do the same work because teachers have not used information about pupils' progress to precisely match work to their individual needs. In all lessons, teaching assistants are used effectively to support pupils with special educational needs and/or disabilities. Assessment of academic progress is rigorous and helps pupils develop a good understanding of their own strengths and areas to develop. The setting of clear targets for improvement is beginning to raise achievement.

The curriculum offers a range of interesting activities and pupils say they enjoy a range of different subjects. There are occasions when classroom tasks lack stimulation. This leads to pupils being insufficiently motivated to achieve well. Also there are limited opportunities for pupils to enhance their basic skills in different subjects. The school welcomes artists and visitors and pupils make school visits to places in the area such as Ludlow and the residential in North Wales. There is a developing focus on learning about life in other countries.

Pupils benefit from the high quality of care and guidance by all staff. Central to the school's work is developing all pupils' self-esteem, their enthusiasm for learning and a sense of responsibility. These aspects are reflected well in the day-to-day life of the school. Provision for pupils with special educational needs and/or disabilities is very well managed and there are effective programmes for intervention and support so that pupils are beginning to make more rapid progress. The learning mentor plays an important part in the good provision for pupils' care, guidance and support, especially by showing parents how to support their children's learning. The school has good links with the adjacent infant school, which provides on-site after-school care. The transition arrangements made with local secondary schools ensure that pupils are suitably

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prepared for the next phase of their education.

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	2

How effective are leadership and management?

The headteacher provides a clear vision for the development of the school. Staff are committed to driving continuous school improvement. Senior and middle leaders have effectively brought about improvements in the standards in both English and mathematics. However, some staff do not, as yet, have the confidence, skills and experience to play a full part in the improvement process, especially in evaluating the success of initiatives and understanding how to use data fully to monitor performance. The multi-agency approaches used to support individual pupils when required show the school's effectiveness in promoting equal opportunities for all pupils. It is equally good in ensuring that discrimination against any individual or group is avoided at all times.

The school is well served by the high quality support it receives from the local authority and its external adviser. Governors have been instrumental in supporting the school, challenging it to raise standards and developing strong links with outside agencies. Resources have been well used especially in the development of an attractive learning environment. The school's arrangements for safeguarding meet government requirements well and effectively secure pupils' safety. The school makes a satisfactory contribution to community cohesion. The sense of community in the school is strong and there are good links with the local community and a developing awareness of life in other countries. There are fewer opportunities for the pupils to build an understanding of Britain as a diverse multicultural society. The school has good relationships with parents and carers, who are provided with frequent information about their children and have opportunities to learn in school.

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

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The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The school has conducted surveys of parents and carers, especially after their visits to school for a range of celebrations. These surveys were analysed during the inspection and the responses indicate overwhelming support for the school. Nineteen parents and carers responded to the Ofsted questionnaire and an analysis of their responses shows that support for the school is very strong. All respondents believe that the school keeps children safe and encourages them to be healthy. Parents and carers are also strongly supportive of the leadership and management of the school, the quality of teaching and the way the school meets children's needs. However, a very small minority indicated that they felt that their children were not well prepared for the next stage of their education and that the school did not deal effectively with unacceptable behaviour. Inspection evidence indicates that the school liaises effectively with the twelve secondary schools involved in transition and that behaviour has caused concern in the past but is now good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollinswood Junior 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	58	7	37	1	5	0	0
The school keeps my child safe	12	63	7	37	0	0	0	0
The school informs me about my child's progress	10	53	9	47	0	0	0	0
My child is making enough progress at this school	10	53	7	37	1	5	1	5
The teaching is good at this school	9	47	9	47	1	5	0	0
The school helps me to support my child's learning	7	37	10	53	1	5	0	0
The school helps my child to have a healthy lifestyle	8	42	11	58	0	0	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)	8	42	8	42	2	11	0	0
The school meets my child's particular needs	11	58	7	37	1	5	0	0
The school deals effectively with unacceptable behaviour	7	37	10	53	2	11	0	0
The school takes account of my suggestions and concerns	8	42	10	53	1	5	0	0
The school is led and managed effectively	9	47	9	47	1	5	0	0
Overall, I am happy with my child's experience at this school	9	47	8	42	2	11	0	0

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">■ 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.



16 December 2009

Dear Pupils

Inspection of Hollinswood Junior School, Telford TF3 2EP

On behalf of the team, thank you so much for making us welcome when we inspected your school. Hollinswood Junior is a satisfactory school and some things are good. The staff care for you a great deal. Teachers are dedicated to helping you learn well, although sometimes the activities they give you to do could be more exciting.

The team was impressed by the pride you take in your work. You behave well, work hard in your lessons, and you look after one another admirably. You are polite and helpful and we enjoyed talking to you about school. You told us that you look forward to coming to school because you like your teachers and appreciate the extra activities the school provides for you, such as visits and sports activities. Your parents and carers like the school very much, especially the way in which your teachers care for you.

The way your school is led and managed is satisfactory. Leaders and staff know what needs to be done to make the school better and their work is making the school gradually become more effective for you. I have asked your teachers to do the following things to make your school even better:

- help you to achieve better results in your tests at the end of Year 6
- make sure that your curriculum is more exciting and gives you more opportunities to develop your basic skills
- make sure that more lessons are good, with teachers matching tasks and activities to your needs, and taking into consideration the progress they see you making.

You can help by continuing to do your very best, as I am sure you will, and by continuing to attend every day. Thank you for all your help and I wish you every success in all you do in the future.

Yours sincerely

Andrew Stafford

Lead inspector

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