

Hollin Primary School

Inspection report

Unique Reference Number	105792
Local Authority	Rochdale
Inspection number	348934
Inspection dates	19–20 May 2010
Reporting inspector	Jane Austin HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Mr Mike O'Hare
Headteacher	Mrs Elaine Hibbert
Date of previous school inspection	5 November 2008
School address	Waverley Road Middleton Manchester M24 6JG
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Age group	3–11
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Introduction

When Hollin Primary School was inspected in November 2008 it was judged to require special measures. Subsequently, the school was inspected on four occasions. This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors visited 17 lessons observing all teachers at least twice, and held meetings with staff, pupils, the Chair of the Interim Executive Board and representatives of the local authority. They talked informally with a number of parents and carers. Inspectors observed the school's work, and looked at documentation including the school's self-evaluation, policies and procedures for safeguarding pupils, and analyses of pupils' attainment and progress.

- The rate of pupils' progress, including those with special educational needs and/or disabilities, and the impact of this on their attainment.
- How well assessment is used to ensure teaching matches pupils' learning needs.
- The impact of steps taken to raise attendance.
- How effectively the school's leaders and managers evaluate the school's performance and drive improvement.

Information about the school

Hollin is a smaller than average primary school which serves an area of considerable social and economic disadvantage. A significant proportion of pupils joins or leaves the school other than at the usual times. A high proportion is known to be eligible for free school meals. Most pupils are White British with small numbers from a range of minority ethnic heritages. Three pupils are at the early stages of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is lower than average, but the percentage with a statement of special educational needs is well above average. The Early Years Foundation Stage comprises a Nursery class with 70 part-time places, of which 17 are currently filled, and a Reception class. The school has gained the National Healthy Schools Status and Extended Schools award, as well as Activemark. The school is co-located in a single building with Newlands School which caters for primary-aged pupils with a wide range of severe and complex learning difficulties and disabilities. Although the two schools share accommodation and some activities, they are led and managed separately.

There have been significant changes to staffing this year. The headteacher took up post in September 2009, as did three permanent teachers and one teacher contracted for this academic 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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Hollin Primary now provides a satisfactory education for its pupils and some features of its work are good.

The assured, resolute and clear-sighted leadership of the headteacher has resulted in significant improvements. She has a thorough grasp of the school's strengths and weaknesses and has rapidly set in train the steps needed to bring about the improvements required. A sharp, successful focus on improving teaching and learning, combined with the introduction of an effective and accessible tracking system, have been key to accelerating the progress of pupils across the school to good and raising their attainment to below average overall. Pupils' achievement is now satisfactory. The school's commitment to inclusion and good promotion of equal opportunities is evident in the careful analysis of the needs of vulnerable pupils, those with special educational needs and/or disabilities, and those who speak English as an additional language. As a consequence of this, all groups of pupils make progress at an equally good rate. Pupils are keen learners whose attendance has risen very substantially this year to above average. Around the school, they are polite and considerate.

The quality of teaching is good across the school including the Early Years Foundation Stage. As a result, learning is good overall and underachievement is being eliminated. Assessments are increasingly accurate and fine-tuned so that activities and interventions are much better matched to the needs of individual pupils. Pupils have plenty of opportunities to assess their own understanding. Helpful feedback through marking is developing. Nevertheless, many pupils are vague about their targets and how best to reach these. Their responses to marking are underdeveloped.

The curriculum is satisfactory. The school is at the early stages of developing an approach that integrates subjects through cross-curricular themes. Trials with projects on film narrative and the 'school of rock' are enthusing pupils very successfully and beginning to extend opportunities for them to apply their basic skills. The school promotes community cohesion satisfactorily. Joint working with Newlands School enriches pupils' experiences and understanding well but outreach beyond this is more limited. Pupils' contributions to the local community and their cultural development are satisfactory as a consequence.

The school's capacity to improve is satisfactory overall. As a result of the headteacher's outstanding leadership there has been rapid improvement in the quality of teaching and learning, pupils' progress and attainment including in the Early Years Foundation Stage,

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and their attendance. The interim executive board has been determined in its support for the school and provided high levels of challenge. However, leadership at other levels is weaker with a team system for curriculum leadership developing gradually. The school continues to rely on good-quality support from the local authority for some aspects of its work.

What does the school need to do to improve further?

- Raise standards in the core subjects to at least in line with national averages by:
 - improving pupils' understanding of their next steps in learning through the focused use of targets and teachers' marking
 - developing a more exciting and integrated curriculum which provides pupils with a wide range of opportunities to practise their basic skills.
- Strengthen the school's capacity to improve by developing the skills of leaders at all levels.
- Develop fully the school's approach to promoting community cohesion.
- 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**

Across the school all pupils are now making good progress and standards are rising. When children join the school in either the Nursery or Reception classes their skills and understanding are significantly less developed than is usual for their age. As a result of the good progress they make in the Early Years Foundation Stage and in Key Stage 1, attainment for Year 2 pupils is below average. Results in the 2009 Key Stage 2 national tests were well below average overall and in English and mathematics. The school did not reach the government's floor target in either subject and pupils' achievement was inadequate. The school's own robust data show a sharp upturn in current performance in English and mathematics so that standards for pupils in Year 6 are below average.

Pupils' progress has accelerated because, overall, learning is good. The good relationships between adults and pupils make an important contribution to this. Pupils are keen learners who respond enthusiastically to the challenges posed by their teachers. They listen well and apply themselves diligently to their tasks so no time is wasted. They collaborate effectively in pairs and groups. Pupils' enjoyment is evident in their good behaviour, both in class and around the school, and their above average attendance. These factors, together with the understanding they develop through enterprise weeks and their competent use of information and communication technology (ICT), equip them satisfactorily with skills they will require in adult life.

Pupils say that they feel safe and secure in school. They have a good understanding of how to keep themselves safe. For example, through a good programme of study on internet safety, pupils know the risks involved and how to avoid them. They have a good

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awareness of what constitutes a healthy lifestyle and understand the importance of a nutritious diet. The school council has instigated a healthy snack shop which it runs daily. Pupils' contribution to the school and wider community is satisfactory. Strengths are evident in the responsible approach of older pupils, in their role as playground pals, to helping the younger children. In addition, pupils have good opportunities to share activities and look out for those attending the special school. However, links with the wider, diverse community are more limited. While pupils' moral and social development are good, as seen in the courteous way they treat one another and adults, their spiritual and cultural development is satisfactory.

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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	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	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is good and generates eager responses from pupils. Lessons are well planned with a clear sense of direction so that pupils know the purpose of activities and what they are aiming for. Teachers make good use of resources, including ICT, to capture pupils' interests and enable them to learn through practical activities. Teaching assistants are deployed effectively and support pupils well. In the best lessons, teachers

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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ask probing questions, unearthing misconceptions which are then used well as the building blocks for learning. High expectations and levels of challenge carefully matched to pupils' needs, ensure lessons move at a brisk pace. However, in some lessons the pace is slower because expositions are too long and tasks are not well enough focused on the learning intended.

The effective assessment of pupils' learning has been central to the improvements in their progress. Across the school a range of ways to gauge how well pupils are grasping new skills and ideas are used in every lesson with increasing effectiveness. Pupils, including the youngest, are involved in evaluating their own learning and that of their peers. The school's recently introduced marking policy is improving the quality and consistency of feedback but generally pupils' understanding of their targets and how to achieve these is hazy.

The curriculum provides a solid base for pupils to achieve satisfactorily in the basic skills of literacy and numeracy. A focus on phonics teaching is having a positive impact. There are good intervention programmes for pupils with special educational needs and/or disabilities so that their progress matches that of their classmates. Developments during the current school year to widen the scope of the curriculum are fuelling pupils' enthusiasm for school. Staff are beginning to plan coherent topics that cover a number of subjects and excite pupils' curiosity and thirst for knowledge. For instance, there have been successful science and enterprise weeks. These opportunities are beginning to have a positive impact on standards and achievement. Increasingly, visits and visitors are enriching learning. The curriculum contributes well to pupils' good personal development. The range of extra-curricular activities is satisfactory.

The care, guidance and support for pupils are good. Staff know pupils well and support for the most vulnerable is carefully tailored to their needs. Pupils with individual learning plans make good progress towards their targets and all aspects of monitoring and recording their achievement over time have improved significantly this year. There are good links with outside agencies, such as the speech and language service, to help pupils with special educational needs and/or disabilities. Close liaison with the educational welfare service has been instrumental in the very substantial and rapid rise in attendance and the sharp fall in the number of persistent absentees. Arrangements to support pupils as they move into and through the school are good, as are links with secondary schools to smooth the transition onwards.

These are the grades for the quality of provision

The quality of teaching	2
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

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How effective are leadership and management?

The headteacher leads from the front and is unequivocally ambitious for the school. She rapidly gained the commitment of staff to her vision for its improvement and a sense of common endeavour prevails. The headteacher's astute analysis of the school's situation forms a firm foundation for well-staged and planned improvements. The establishment of an effective system for tracking pupils' progress has been pivotal to identifying underachievement, securing equal opportunities and holding teachers to account. The major focus on raising the quality of teaching and learning has borne fruit in accelerating pupils' progress and raising standards. Training and coaching are closely targeted: the headteacher deploys external help very well to support this. The headteacher has taken a number of appropriate steps to foster leadership at other levels. However, although curriculum teams are gaining expertise, skills and confidence, they are not playing a full role in the school's leadership.

Collectively the interim executive board has extensive expertise which it has used very effectively to shape the strategic direction of the school. Policies and procedures for safeguarding pupils are good and reviewed regularly. Procedures to ensure child protection are robust and the safe recruitment of staff is given a high priority. The school's promotion of community cohesion is satisfactory. The school's audit and plans recognise the need to extend this beyond the immediate community. A particular strength comes through the day-to-day links with Newlands School which help pupils develop understanding through relationships with their disabled peers. This partnership is also beneficial as expertise and resources for helping pupils with special educational needs and/or disabilities are shared. The impact of other partnerships is satisfactory. A high priority has been given to improving links with parents and carers, and the school has been successful in gaining their confidence and support. Responses to a recent questionnaire were uniformly positive as were the comments of all the parents and carers spoken to informally. Parents and carers of the youngest children appreciate the daily opportunities to share in their child's learning. Those with older children value the occasions on which they can join their children in lessons.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3

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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

Early Years Foundation Stage

The Nursery and Reception classes work effectively together in an Early Years Foundation Stage unit. This is well led and managed with effective procedures for assessment and keeping children safe. When children join the school in either the Nursery or Reception class, the level of their skills and understanding in all areas of learning is low compared with that typical for their ages. Children make good progress so that by the end of their time in the Reception class, the majority have reached levels that are below those expected at this stage. Teaching is good and expectations are high. Adult-led sessions are well structured and informed by accurate day-to-day assessments of children's learning needs.

The learning environment is bright, attractive and well organised with particularly effective use of the outdoor space. A well-planned, wide range of stimulating activities all linked to a theme – the post office at the time of the inspection – capture children's interest and foster the development of a broad range of skills. These promote independence as well as providing opportunities for collaboration. For example, children produced an enormous floor map of their local area and then guided a robot around it to deliver the parcels they had wrapped, addressed and created stamps for. There are good opportunities for exploration and wonder; for instance, children were fascinated by the butterflies they watched hatch and develop. The school encourages the involvement of parents and carers in their child's learning through daily opportunities to work together, as well as through the provision of courses on supporting children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parental questionnaires are not normally distributed for monitoring inspections

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conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. However, inspectors considered the responses to questionnaires circulated recently by the school to pupils, and parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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.



21 May 2010

Dear Pupils

Inspection of Hollin Primary School, Rochdale, M24 6JG

As you know, I have visited your school with other inspectors on a number of occasions. I am very pleased to be able to tell you that on this visit we judged that your school no longer needs special measures. We would like to thank all of you who talked to us about school life. Your views helped us come to this decision.

Your school now provides a satisfactory standard of education. However, as you told us, there are many good things about the school. These include:

- the way your teachers make lessons interesting and the good progress you make
- your good behaviour and the consideration you show for others
- you attendance, which is now above average
- the stimulating environment in Nursery and Reception, which helps the youngest children learn well as they play
- your good understanding of how to stay safe and healthy
- the way the staff care for you, especially those of you who need extra help.

As you know from your own work, there are always things that can be improved so we have asked your headteacher and the staff to:

- help you reach higher standards especially in English, mathematics and science
- develop more exciting projects to help you learn and practise the skills you will need when you grow up
- increase the opportunities you have to find out about the world beyond the area in which you live
- improve the skills of leaders to make the school even better.

Good wishes for your future success.

Yours sincerely

Jane Austin

Her Majesty's Inspector

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