

Hollingworth Primary School

Market Street, Hollingworth, Hyde, Cheshire, SK14 8LP

Inspection dates 28–29 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' attitudes to their learning are outstanding. They are very ambitious and want to do the best they can. As a result, behaviour is outstanding in lessons and pupils work very hard at the tasks given to them.
- The vast majority of pupils achieve very well. Overall attainment levels have increased in the last few years, particularly in reading and mathematics.
- All pupils, including those eligible for the pupil premium funding and those with disabilities and special educational needs, make at least expected progress. The proportion exceeding expected progress in reading and mathematics is higher than the national average.
- Teaching is never less than good and some is outstanding. The quality of teaching has improved since the previous inspection. Marking in pupils' books clearly explains to pupils what they need to do to improve their work further.
- Teaching assistants make an outstanding contribution to pupils' learning and to their personal development.
- The headteacher is driving improvement. She is very clear about what the school needs to do to achieve even higher standards. Senior and middle leaders, with the support of the governing body, have set challenging targets for pupils which ensure this is an improving school.

It is not yet an outstanding school because

- Attainment in writing lags behind that in reading and mathematics. Pupils understand the rules of spelling and punctuation but too few of the most-able pupils use this knowledge to reach higher levels of attainment in writing.
- There are too few opportunities for teachers to share outstanding practice in writing.
- There is not yet enough outstanding teaching.
- Some lessons do not move on at a fast enough pace, including those parts of the lessons when pupils are leading learning.
- Pupils do not always have opportunities to research and find things out for themselves and can be over-reliant on information provided by the teacher.

Information about this inspection

- Inspectors observed teaching in 15 lessons or part lessons, two of which were observed jointly with the headteacher and deputy headteacher.
- Inspectors visited an assembly, listened to pupils read and discussed their learning with them in class.
- They observed the work of the school and reviewed a number of documents including those relating to pupils' progress, achievement and target setting, school self-evaluation and improvement planning, checks on the quality of teaching and learning, behaviour and safeguarding.
- Meetings were held with senior and middle leaders, members of the school's governing body, a representative of the local authority and the school's improvement partner.
- The inspectors took account of the 38 responses to the on-line questionnaire (Parent View) and spoke with parents informally as they brought their children into school.
- An evaluation was made of the responses in the 22 staff questionnaires returned.

Inspection team

Hilary Ward, Lead inspector

Additional Inspector

Jennifer Lawrence

Additional Inspector

Full report

Information about this school

- Hollingworth is slightly smaller than the average-sized primary school.
- The vast majority of pupils come from White British backgrounds, with virtually no pupils having English as a second language.
- The proportion of pupils supported by the pupil premium is broadly in line with the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and children of service families.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been some changes in staffing including to the senior and middle leadership teams.

What does the school need to do to improve further?

- Build on the work already begun to raise standards in writing, so that more pupils, including the most-able, achieve at higher levels by:
 - ensuring they incorporate their knowledge of the rules of grammar into their everyday and extended writing.
 - providing opportunities for teachers to share outstanding practice in writing.
- Increase the proportion of teaching which is outstanding in order to raise attainment further by:
 - enabling pupils to find out and research information for themselves through increased access to information and communication technology and other resource materials.
 - ensuring lessons move at a fast pace throughout, including those parts of the lessons when pupils are leading learning.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills which are generally well below those typically expected for their age. Children settle quickly because of the very good preparations staff make for their admission. Children enjoy learning through the very varied activities that they can choose as well as in teacher-led sessions, and they make good progress. By the time they leave Reception class, children have reached a good level of development.
- Pupils, including the most-able, continue to make good progress across the school so that by the time they leave at the end of Year 6, all pupils have made at least expected levels of progress in reading, writing and mathematics. The proportion of pupils achieving better than expected levels of progress is higher than the national average in reading and mathematics. Attainment levels in these subjects are above average; from low starting points, this represents good and, for some pupils, outstanding progress during their time in the school. Attainment in the new Year 6 measures of English grammar, punctuation and spelling is also above the national average.
- Results in 2013 indicate a dip in attainment in writing in Key Stage 2 tests and in all subjects in Key Stage 1 tests. However, an analysis of the school's data indicates that assessments in previous years have not been accurate enough. Assessments are now checked very well in conjunction with a cluster group of local schools to ensure they are correct.
- From lower starting points, pupils' attainment is broadly average by the end of Year 2, which represents good progress during Key Stage 1. The proportion of pupils achieving the expected level in reading in the Year 1 phonics check is also about the national average.
- The school has already taken steps to improve skills in writing, particularly for pupils of higher ability. Work seen in pupils' books shows that there have been rapid improvements in this subject. Nevertheless, writing skills are weaker because pupils do not always remember to use their good knowledge of spelling and punctuation in their extended writing.
- By the time they move on to their next school, pupils have developed good independent learning skills although they are not always able to research and find things out for themselves as much as they could, due to limited access to technology and other resource materials in the classrooms.
- Pupils with disabilities and special educational needs make good progress from their starting points because they are given high quality support that is well matched to their learning needs. As a result, they achieve well in all areas of the curriculum.
- Pupils eligible for the pupil premium receive targeted support and teaching and are monitored closely. Over time, pupils who are eligible for free school meals make progress that is at least as good as, and sometimes better than, non-eligible pupils. The school demonstrates its commitment to equality of opportunity by also providing the most-able pupils with additional support to ensure they make the best possible progress they can.

The quality of teaching is good

- Teaching is consistently good across the school and includes a minority that is outstanding. The headteacher has taken very effective steps to eliminate teaching that is less than good.
- Teaching in the Early Years Foundation Stage is very well matched to the needs of these children. Adults sensitively challenge children engaged in activities of choice in order to progress their learning step by step. A group of children were making necklaces from coloured number beads and the teacher asked them if they thought they could do some number counting with them. They were very proud to show what they could do.
- Teachers choose topics that will interest boys in particular, such as a Year 6 topic on space, and ensure that girls will also enjoy the learning by studying the career of the first British female astronaut. Parents talk appreciatively about the enthusiasm with which teachers present their

subjects, dressing up and getting into character as historical figures, for example, so as to capture their pupils' interest.

- Teachers plan activities and tasks which are very well matched to the abilities and learning needs of different groups so that all pupils, including the most-able, can achieve as well as they can and all have an equal opportunity to enjoy success.
- The teaching of writing is improving. Teachers now provide plenty of opportunities to practise a range of writing styles, not only in English but also across other subjects. Separate grammar sessions ensure pupils acquire knowledge about punctuation, spelling and grammar, though they do not always remember to practise these skills in their extended writing.
- In many lessons, teachers encourage pupils to act as 'learning leaders' for a group. It is the learning leaders' job to ensure the group know the task to be achieved and to feedback contributions to the teacher. This helps pupils to develop responsibility and build self-esteem. However, it does mean that the pace of learning slows occasionally if pupils are not sure exactly what is required of them.
- Teachers' marking across the school is excellent and provides pupils with very clear advice on the next steps to improve their work, with suggestions for further learning. As a result, pupils are very clear about how well they are doing and what they need to do to reach higher levels. Good questioning by teachers and teaching assistants in lessons enables teachers to continually assess pupils' learning effectively to inform future lesson planning.
- Teaching assistants offer outstanding support and guidance to pupils, particularly to those who need extra help and practice to keep up with others. They work with individuals and small groups both in the classroom and in separate sessions. Teaching assistants have been very willing to develop their skills to meet a range of special educational needs and to deliver specialist 'catch-up' programmes for those eligible for the pupil premium.

The behaviour and safety of pupils are outstanding

- Behaviour across the school, in lessons and in the playground, is outstanding. Pupils are courteous and well mannered.
- Attitudes to learning are excellent. Pupils talk excitedly about their ambitions and how they want to achieve at the highest levels. They develop very mature attitudes for learning. In an assembly, the headteacher reinforced the importance of building for their futures on the firm foundations which they, and the school, are putting down by linking the message very effectively to the parable of the houses built on sand and rock.
- Pupils enjoy coming to school; as a result, attendance is steadily rising and is now broadly average. Pupils recognise the value to themselves and their futures of attending regularly and enjoy working towards the ultimate reward of a trip for one hundred per cent attendance over five terms – not an easy reward to achieve, but increasing numbers of pupils are making it.
- Parents say their children are safe in school and pupils agree. All aspects of bullying and its effects are taught particularly well and pupils are adamant there is little or no bullying in school. They enjoy very good relationships with staff and are confident any concerns will be dealt with effectively.
- Pupils make great strides in their personal development and become confident and resilient young people. They initiate ideas to improve activities for one another. For example, older pupils asked to be able to organise lunchtime clubs for karate and football, and these are well attended with a member of staff present only to ensure risk assessments are followed.
- Pupils develop their spiritual, moral, social and cultural understanding throughout the rich curriculum very well. Pupils organise their own fundraising activities and sponsor a child in a poor country; they make and sell cakes, bookmarks and friendship bracelets to raise funds for school. They sell poppies and soft toys for charity.

The leadership and management are good

- The school's overall effectiveness is improving because the headteacher is determined to raise the quality of teaching and any underachievement. The quality of teaching has been strengthened and is now consistently good or better so that pupils of all ages achieve well.
- A rigorous range of checks are now made on the quality of teaching; as a result, the quality of teaching has improved to be consistently good, though not yet consistently outstanding. Not enough of the outstanding practice which exists within the school is shared with others, for instance, in order to improve writing further across all classes.
- Pupils are now set challenging targets. Teachers, together with senior and middle leaders, regularly check their progress to ensure they are on track. Assessment data are far more reliable now and checked with other schools. Any underachievement is quickly identified and rectified. Senior leaders and governors ensure that the pupil premium funding is used appropriately to close gaps in achievement which have existed in the past. The school is lucky to have staff who are recognised as leaders in their fields within the local authority. Similarly, the school has made good use of its local authority links to improve the quality of its work since the previous inspection.
- The curriculum has been recently reviewed to create stronger links between subjects. The focus on learning key skills is developed through all subjects of the curriculum. The move to a topic-based approach has enabled pupils to have a stronger voice in what they learn and has made it more enjoyable.
- Pupils participate in a very strong sports curriculum through use of the additional physical education and sports funding as well as the school's own resources. Specialist coaches offer a wide range of sporting activities and pupils are keen to share their own skills and interests by setting up additional clubs to enhance the sports offer further.
- Changes have been made to ensure parents are better involved and informed about their children's learning. Home-school diaries have been introduced and the parents' evening brought forward so that parents can know and understand their children's targets for the year. The large majority of parents who responded to the online questionnaire, or who spoke with inspectors, believe the school is well led and managed.
- **The governance of the school:**
 - Governance has improved since the previous inspection. All governors link with a member of staff to monitor aspects of the school's provision at first hand. They are well aware of the strengths and areas for improvement and make an effective contribution to development planning. Governors provide effective support and challenge to the school's leaders. They monitor teaching and learning, pupils' progress, safeguarding and the spending and outcomes of additional funds very well. They check that the systems to review the performance of staff are well linked to the improvements in the quality of teaching and ensure promotions and pay increases are matched to challenging targets set for staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106179
Local authority	Tameside
Inspection number	426106

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	212
Appropriate authority	The governing body
Chair	Karen Johnson
Headteacher	Susan Tickle
Date of previous school inspection	16 November 2011
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