

Hollingwood Primary School

Lilac Street, Hollingwood, Chesterfield, S43 2JG

Inspection dates 4–5 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points in all key stages. They attain average standards by the time they leave the school.
- From low starting points, children make good progress in the Nursery and Reception classes because they are taught well.
- Progress is much improved since the previous inspection. This is because teaching is good overall, and some is outstanding.
- Relationships between staff and pupils are very strong. Pupils know they are valued and appreciate the support they receive from teachers and teaching assistants.
- Pupils are extremely polite and considerate, and they feel very safe and happy in school. Their behaviour and attitudes to learning are good, and this has a positive impact on their progress.
- Pupils are provided with many memorable learning experiences through an interesting curriculum.
- Most parents are positive about the school and know that their children are safe, happy and well looked after.
- The headteacher and the governing body direct the school's work very well. They have had the full support of all staff in raising achievement through better teaching.
- The children and family support worker makes a strong impact on developing children's well-being. This contributes to their good progress.
- Governors know the strengths and weaknesses of the school well and hold leaders to account for its performance.

It is not yet an outstanding school because

- Teachers do not always have high enough expectations of what pupils can achieve.
- Teachers do not give younger pupils enough opportunities to use their phonic knowledge (how letters represent different sounds in words) in their writing.
- Teachers do not consistently give pupils time to make corrections and improve their work in response to their marking.
- Key subject and phase leaders have not had enough impact in making improvements to teaching and learning.

Information about this inspection

- Inspectors visited 21 lessons, taught by 16 teachers or teaching assistants. One of these lessons was seen together with the headteacher. A walk through the Nursery and Reception to observe learning and provision was conducted jointly with the deputy headteacher.
- Samples of pupils' written work were analysed. Inspectors listened to some pupils reading from Years 1 and 2.
- Meetings were held with school staff, two groups of pupils, governors and a school improvement adviser from the local authority.
- Inspectors took account of the 92 responses to the online questionnaire (Parent View) and the 32 questionnaires completed by staff. They also spoke to several parents informally at the start of the school day.
- Inspectors looked at a range of evidence including: the work in pupils' books; monitoring records; the school's own data on pupils' progress; records of meetings of the governing body; and policies, procedures and records relating to safeguarding, behaviour and attendance.

Inspection team

David Herd, Lead inspector

Additional Inspector

Ian Hart

Additional Inspector

Renee Robinson

Additional Inspector

Full report

Information about this school

- Hollingwood is larger than the average primary school.
- Almost all pupils are White British.
- An average proportion of pupils are supported by the pupil premium, which provides extra funding to help certain groups. In this school, it applies to pupils known to be eligible for free school meals and pupils who have a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at the school action stage is well-below average. The proportion supported at school action plus or who have statements of special educational needs is above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement, particularly in writing, by making sure that teachers:
 - have higher expectations of what pupils can achieve in lessons and over time
 - help pupils to apply their phonic knowledge more often in their writing
 - ensure that pupils always have time to correct their mistakes and improve their work
 - learn from the good and outstanding practice that is present in the school.
- Improve the leadership and management of the school, and their impact on the quality of teaching and learning, by:
 - giving key subject leaders and phase leaders more opportunities to make checks on teaching and learning, and make sure that they contribute more to improvements in the quality of teaching across the school.

Inspection judgements

The achievement of pupils is good

- Children enter the school with skills that are below those typical for their age, particularly in their language and communication. They make good progress in the Nursery and Reception classes in all areas of learning. Children's attainment is only slightly below average at the end of the Reception Year.
- At the end of Key Stage 1, pupils' attainment is average in reading, writing and mathematics. Data show that pupils' attainment has improved from 2012. Reliable school data show that pupils in Key Stage 1 make good progress.
- Good progress continues in Key Stage 2. In 2013, pupils' attainment in reading, writing and mathematics was broadly average at the end of Year 6. Reliable school data points to further improvement in 2014.
- The national test results at the end of Year 6 in 2013 show that most pupils made expected progress in reading, writing and mathematics. In reading and mathematics, a third of the pupils made more than expected progress, but only a quarter made more than expected progress in writing. These results are an improvement on previous years.
- Pupils enjoy reading a wide range of fiction and non-fiction books. They use their phonics skills quite well to work out what unfamiliar words say, and most show a good understanding of what they are reading. As they develop their reading skills, they read with increasing understanding.
- Pupils generally make good progress in their writing. Older pupils write interesting descriptions of rainforests based on what they might hear, see, smell or touch. However, not enough pupils go on to make more than expected progress because teachers do not have consistently high enough expectations of what they can achieve in lessons or over time. In younger classes, they do not use their phonic skills enough to help them when writing.
- Achievement in mathematics is good because pupils learn to calculate accurately and then apply their skills when solving problems. For example, in Years 5 and 6, pupils had the confidence to find change from large amounts of money by counting on to £100 and then checking their calculations using addition.
- More-able pupils make good progress in reading, writing and mathematics because their work is carefully chosen to make them think hard. For example, more-able pupils were able to choose all the required items for a camping trip but still make sure they stayed within a given budget of £800.
- Pupils who receive additional support from pupil premium funding make the same good progress as other pupils in the school. However, in reading, their attainment at Year 6 was half a term behind that of other pupils in 2013 and in mathematics and writing was more than two terms behind. These gaps in attainment have narrowed from 2012.
- Disabled pupils and those who have special educational needs make good progress. This is because their needs are identified early and they are given work at the right level of difficulty in their class. They are also provided with one-to-one or small-group teaching to help them catch up. Their progress is checked closely and further support provided if necessary.

The quality of teaching is good

- Pupils develop very good relationships with their teachers and teaching assistants. They appreciate the effective support and guidance provided by adults. Staff are supportive of the school and want to do their best for the pupils.
- Teachers have good subject knowledge and inform pupils what they will learn during lessons. They assess pupils' attainment accurately and use this information to plan learning that is matched well to pupils' abilities, so all make good progress. Teachers and teaching assistants use questions well to check pupils' understanding in lessons.
- Teaching in the Nursery and in the Reception classes is good. Children have familiar routines and learn to find two numbers that equal ten. They are given opportunities to develop their language and communication skills, for example, by discussing difficult words such as 'poisonous' and then using these words to label the 'Gruffalo'.
- The teaching of reading and phonics is good. Phonics sessions make sure that pupils learn early reading skills. Features of these sessions are teachers' good subject knowledge and their clear instructions. However, teachers do not always ensure that the pupils get enough practice writing words that have the sounds they are learning. A reading lesson observed during the inspection provided pupils with outstanding guidance through clear instructions. This ensured that they made outstanding progress in the development of their reading skills.
- The teaching of writing is good. The teaching in Years 5 and 6, where the teachers help pupils describe settings in paragraphs using a well-developed vocabulary, leads to pupils making good progress. Teachers also make sure that pupils present their work well with neat handwriting. However, teachers do not always have high enough expectations to ensure that pupils make more than expected progress.
- The teaching of mathematics is good. Teachers use assessment information effectively to design the lessons, making sure that work is hard enough to ensure that pupils make good progress. Teachers have good subject knowledge and show pupils just what they need to do, using good quality examples.
- Disabled pupils and those who have special educational needs are taught well. Teachers and teaching assistants take time to consider the learning needs of each individual pupil and design programmes to match their ability levels. The teaching of catch-up programmes in English and mathematics is effective and brings about good progress.
- Pupils' work in English and mathematics is marked well. Teachers regularly note what the pupils have done well and what needs to be improved. However, teachers are not consistent in insisting that pupils respond to their marking by correcting and improving their work.
- Pupils also benefit from targets that are set by their teachers and reviewed regularly. These contribute to the good progress pupils make.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. In Key Stages 1 and 2, pupils are keen to learn in lessons. They participate well, and work on their own or with others without fuss, maintaining their effort, concentration and enthusiasm. This is because most lessons are interesting and engaging. Lessons are rarely disrupted by bad behaviour.

- Younger children sit still when appropriate and maintain their concentration too, especially when their lessons are interesting. Children demonstrate lots of enthusiasm in their learning and enjoy using their imagination and artistic skills. They work together well, developing their social skills.
- Behaviour at lunchtime and break times, around the school and on the playground, is good. Pupils are polite and courteous. Behaviour is managed well by all staff, and this contributes to positive learning in most lessons. Pupils and staff agree that pupils' behaviour is good. At lunchtime, pupils develop social skills, complete work without being asked and join in with the many activities that are available.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school. They have a good understanding of what constitutes an unsafe situation, and are aware of the importance of being safe on the internet. The school helps pupils with their understanding of how to stay safe on, or near, roads and water.
- Pupils are aware of bullying and say that it does happen sometimes. They know who they would go to if there were any concerns and say that, if there are any incidents, they are dealt with effectively by the school staff. The school has excluded pupils from school in recent years when their bad behaviour has affected the learning of other pupils. The school's efforts to improve the behaviour of such pupils have resulted in noticeable improvement.
- Most parents are, rightly, extremely positive about pupils' behaviour and their safety. They say that their children feel safe, are well looked after and are very happy at the school. However, a minority of parents expressed concerns regarding the way that the school deals with bullying and bad behaviour. Inspectors found that the school's systems and policies are effective in managing pupils' behaviour.
- Pupils are proud of their school and the displays of their work. They appreciate the opportunities they are provided with. They say that they are supported well by their teachers and teaching assistants.
- The school has recorded very few racist incidents in recent years. Pupils' use of language that others might find offensive is rare.
- Pupils' attendance had improved up to 2012 and was above average. In 2013, their attendance was affected by illness. It was above average once again in the autumn term 2013. Pupils are rarely late for school.

The leadership and management are good

- The headteacher and governors have a clear vision for the school's future. They have shown determination, along with teachers, in bringing about improvement at the school. Plans are correctly focused on bringing about more improvement to the quality of teaching and pupils' achievement. All staff contribute to the positive learning atmosphere and the successful concentration on helping all pupils to succeed.
- Leaders use a range of approaches, including the rigorous evaluation of data on pupils' achievements and observing teachers at work, to check on the effectiveness of teaching. This leads to the school having a good understanding of what it does well and what needs to be improved. Teachers are held to account for the progress that pupils are making through regular meetings with leaders. The performance of every pupil is closely tracked, and any pupil with

additional learning needs is supported effectively, ensuring that all pupils achieve well.

- Key subject leaders and phase leaders have a good understanding of their roles and of what needs to be done, having good plans for improvement. However, they have not had enough opportunities to monitor the quality of teaching and pupils' achievement, or to make checks on pupils' work and teachers' marking. They have not had enough impact on helping their colleagues to improve their practice and accelerate pupils' progress further.
- Leadership of the provision for disabled pupils and those with special educational needs is effective. The school liaises with many agencies whose advice is put into practice to help pupils who may need additional support. Training is provided for staff, and teaching is adapted to help pupils with their difficulties. Pupils' progress is monitored rigorously and action taken to support individuals where necessary.
- Senior leaders know where the best teaching is located. Teachers are provided with good levels of support in order for them to improve their teaching. There are established procedures for making links between teachers' performance and pay progression.
- Pupils' learning, in a range of subjects, is well planned and provides them with memorable learning experiences. Visitors to the school, such as specialist music teachers, add to pupils' enjoyment of school and develop their confidence. Pupils use writing and mathematical skills well in other subjects, for example, in history and geography. The school provides a good range of clubs and activities, including artistic, dance, sporting and musical experiences.
- Pupils' spiritual, moral, social and cultural development is promoted well through interesting lessons, attractive classroom environments and vibrant displays. It is further developed by, for example, contact with a partner school in Pakistan. Pupils work well together in practical activities and discussion. They learn to listen to each other and respect each other in discussion.
- The school tackles discrimination well and promotes good relationships and equal opportunities for all pupils. As a result, all pupils get on well with each other and make good progress in their learning, helping them to be prepared for life in modern society.
- Parents are mostly satisfied with the way the school keeps their children safe, happy and well looked after. However, a small minority say that the school does not respond well to their concerns and does not provide them with enough information regarding their children's progress. Leaders were able to show the range of effective communication that is provided.
- Teachers and teaching assistants have benefited from advice and guidance that have helped to improve their teaching. This has led to improved levels of teaching and feedback for the pupils, ensuring that they make good progress. However, not enough use is made of the outstanding practice of some teachers to help all their colleagues to improve.
- The school has appropriate plans to make effective use of the recently allocated sports funding. It is focusing on long-term benefits, through improving teachers' skills, as well as increasing pupils' engagement in physical education and sport.
- The school has received effective and timely support from the local authority. Work has included discussion leading to necessary developments which have supported the improvements made at the school.

■ **The governance of the school:**

- The governors know the strengths and weaknesses of the school well. They use data effectively to understand how the school is doing compared with similar schools nationally.
- Governors are fully involved in checking how effectively the school improvement plan is being put into practice and maintain an overview of the quality of teaching and pupils' achievement through making visits to school and receiving reports from senior staff.
- They hold senior leaders to account through the questions they ask, and use information about the performance of teachers to make sure that the quality of teaching continues to improve.
- The governing body knows about the school's use of the additional funding for specific groups of pupils, including those for whom the school receives pupil premium funding. However, governors do not know the specific impact this money is having.
- Governors make sure that all national requirements for safeguarding are met.

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	112794
Local authority	Derbyshire
Inspection number	431603

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	322
Appropriate authority	The governing body
Chair	John Kryskowiak
Headteacher	Stephen Hull
Date of previous school inspection	13 September 2012
Telephone number	01246 472417
Fax number	01246 473081
Email address	enquiries@hollingwood.derbyshire.sch.uk

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