



# Hollinhey Primary School

## Inspection Report

**Unique Reference Number** 111030  
**LEA** Cheshire  
**Inspection number** 278576  
**Inspection dates** 17 January 2006 to 18 January 2006  
**Reporting inspector** Mrs Marguerite McCloy HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Bell Avenue
<b>School category</b>	Community		Sutton
<b>Age range of pupils</b>	4 to 11		Macclesfield, Cheshire SK11 0EE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01260 252496
<b>Number on roll</b>	151	<b>Fax number</b>	01250 252496
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mark Atkins
<b>Date of previous inspection</b>	10 January 2000	<b>Headteacher</b>	Mrs Janet Mott

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 17 January 2006 - 18 January 2006	<b>Inspection number</b> 278576
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector.

## Description of the school

Hollinhey is a smaller than average sized primary school with 151 pupils on roll. It is situated in the predominantly rural area of Sutton on the outskirts of the town of Macclesfield which is served mainly by owner-occupied residential housing. The majority of pupils are of white British background. The proportion of pupils entitled to free school meals is below average, as is the number with learning difficulties and/or disabilities.

On admission to the Reception class, a small number of children have skills which are a little more advanced than might be expected for this age group. Despite this, the range of ability across the class is average overall.

The school has experienced some difficulties since the last inspection in 2000 due to several changes of leadership and teaching staff. A decline in pupil numbers over the last two years has been influenced by parental preferences for particular secondary schools in the area and the school has had to manage difficult decisions about class organisation as a result of this. The present headteacher took up her post in September 2003.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Inspectors agree with the school that Hollinhey provides a satisfactory education for its pupils and has a number of strengths, resulting in it having good capacity for further improvement. Progress since the last inspection is satisfactory overall and good in some areas, such as aspects of leadership and management: systems for monitoring the performance of the school are now in place, although not yet sufficiently rigorous in raising teachers' expectations of what their pupils are capable of achieving nor in evaluating the impact of changes made on pupils' learning.

Children are given a good start in the Foundation Stage and make sound progress in Key Stages 1 and 2, reaching standards which are in line or just above the national average. Teaching is good overall, although not yet consistently so in order to ensure good progress in all pupils' learning.

The personal development and well-being of pupils is good. They enjoy their education and benefit from the good quality of care and support and positive relationships which exist in the school. Behaviour is good and pupils have positive attitudes to their learning.

The headteacher and deputy headteacher provide sound leadership which is being strengthened further following a period of instability, and the impact of this is starting to be evident in improving standards and achievement. The school gives satisfactory value for money.

### **What the school should do to improve further**

Ensure good progress in learning for all pupils by:

- applying more rigorously the results of the good monitoring procedures already in place in order to raise teachers' expectations of what their pupils are capable of achieving
- further developing the quality of teaching so that it is consistently good or better.

## **Achievement and standards**

### **Grade: 3**

The school's self-evaluation is accurate in judging that pupils' achievement is satisfactory overall. Pupils enter the school with a broadly average range of ability and leave at the end of Year 6 with test results which are generally at or just above the national average in each of the core subjects.

Assessment results for Year 2 pupils in 2005 continued a five year trend during which the proportion achieving at or above expected levels in reading, writing and mathematics has shown a slight decline whilst remaining around the national average. This reflects the changes in the school population, as pupils' skills on entry had been above average at the time of the last inspection, whilst they are broadly average now. Some boys do not achieve as well as the girls at the end of Key Stage 1 and some

higher ability pupils do not reach their full potential. The school has recognised the steady fall in standards of reading and writing which had been well above average six years ago, and are taking steps to remedy this.

The most recent national test results (2005) for 11 year olds show that achievement in English and mathematics are back on an upward trend following a dip in 2004, although the proportion of Year 6 pupils achieving the higher level in English is below the national average. More able pupils in mathematics and science achieved well, with around half of the 26 pupils reaching the higher level in these subjects. Inspectors agree with the school's evaluation that the improved performance in 2005 tests came about as a result of actions the school has put into place. Based on inspection evidence, the school's targets for the current Year 6 are insufficiently ambitious, as some of these pupils are capable of being challenged further in order to reach higher than predicted levels.

Pupils who have learning difficulties and/or disabilities make good progress due to effective support by teaching assistants and work which is well matched to their individual needs.

## **Personal development and well-being**

### **Grade: 2**

The school is right to celebrate its promotion of pupils' personal development and well-being. Their spiritual, moral, social and cultural development is good overall. Pupils develop self-esteem and confidence because they celebrate together the good things that they have done. Pupils spoke about how they appreciate the weekly celebration assemblies, and feel proud to be given certificates in recognition of their different achievements. A strong moral code throughout the school ensures that pupils have a clear understanding of right and wrong and understand the importance of rules. They take their responsibilities seriously, for example, the 'buddies' playground mentor scheme. Pupils' behaviour in class and around the school is good. They make enthusiastic contributions to the wider community through charity work and involvement in district activities such as well dressing and art exhibitions to celebrate the work of a local artist. Older pupils spoke positively about their contribution to a regional conference on the theme of bullying.

Pupils show positive attitudes to learning and say that they enjoy school. This is strongly supported by the attendance figures that are consistently well above the national average. Pupils know how to keep themselves safe and they understand the importance of a healthy lifestyle. The school council appreciate the opportunity to influence decisions made about improving the school, for instance, enhancing playground equipment. The school helps pupils to develop their ability to work and play cooperatively, in pairs or as a team, thus preparing them well for later life.

## Quality of provision

### Teaching and learning

#### Grade: 2

As a result of recent updates to the school's self-evaluation, the headteacher considers that the quality of teaching has improved and is now good, whereas the school previously judged this to be satisfactory. Inspectors agree that teaching is now good overall. All lessons observed were at least satisfactory, and in just over half of lessons, the teaching was good. This reflects the emphasis being placed on developing a range of teaching styles which excite and motivate learners, and this is beginning to improve the rate of pupils' progress. In the best lessons, teachers' lively and imaginative introductions captured pupils' interest and enthusiasm and set the scene for a range of interesting activities. Pupils responded well to this and gave of their best, working hard at their tasks whether independently or in collaboration with others. Pupils' speaking and listening skills were promoted well; for instance, in a science lesson which resulted in a lively and sophisticated debate.

In lessons which are satisfactory, the teaching does not always fully engage pupils in their learning or maintain their interest and motivation. In these lessons, pupils' progress is slower because the imbalance between teacher input and pupil activity leaves less time for independent or collaborative learning. Tasks are also insufficiently challenging.

Assessment of pupils' work by teachers is improving as this has been a focus for professional development. The school now has a more rigorous system for tracking the progress of individual pupils. Teachers are now more aware of the levels at which pupils are working and what they can be expected to achieve, although the school recognises the need to further raise expectations and levels of challenge for all learners, particularly the more able.

### Curriculum and other activities

#### Grade: 3

The school's curriculum is satisfactory overall and statutory requirements are met. The curriculum in the Foundation Stage provides good opportunities in all areas of learning. The school places appropriate emphasis on English, mathematics and science, although insufficient attention is paid to developing links between a wider range of subjects; for instance, to teach literacy through history or geography rather than giving additional time to distinct lessons in reading or writing. Since the last inspection, provision for information and communication technology (ICT) and design and technology has improved and specialist teaching of geography and music is helping to raise standards in these subjects. Provision for pupils with learning difficulties is good and a project aimed at those with particular gifts or talents is in the early stages of development.

Pupils benefit from a good range of educational visits, visitors and extra-curricular activities such as music and sports clubs. Pupils say that they particularly enjoy the Friday clubs as a different activity from usual lessons, whilst saying 'they're fun, but we're still learning, you know!'

The good attention given to healthy living, road safety and recycling are three of the ways in which the school helps pupils to look after themselves and the environment.

## **Care, guidance and support**

### **Grade: 2**

The school is very caring and pupils feel happy and secure. From the time they start school, their personal needs are well catered for. Pupils say that they feel safe at school and can rely on adults to look after them. Although incidents of bullying are rare, pupils know what to do if they feel bullied or unhappy; they know that they will be listened to and appropriate action taken.

Health and safety, child protection and risk assessment procedures are fully in place and staff have a good understanding of their responsibilities.

Guidance for pupils in their academic progress is satisfactory overall. Pupils with learning difficulties and/or disabilities benefit from good levels of support and encouragement. Their learning targets are organised in small steps and are regularly reviewed.

Pupils receive good quality support in developing their personal skills.

They are helped to work towards positive behaviour targets and respond with pleasure to the rewards and praise they are given when they do well. Pupils are well prepared for their move to the next stage of their education.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall with some strengths. The headteacher and deputy headteacher work well together. They are aware of the school's strengths and areas where it needs to improve and these are aligned closely to the inspection judgements.

At the time of the last inspection, aspects of leadership and management were judged to be unsatisfactory. Since then, following a period of instability in leadership, improvements have been made in developing the role of subject leaders and improving standards in ICT, music, design technology and geography. Performance management systems are now in place so that teachers are aware of their shared responsibility for raising pupils' achievement. Governors fulfil their statutory duties, are more involved in strategic development planning, and are beginning to hold the school to account for the quality of its provision.

Systems to monitor and improve the school's performance are in place and parents and children are regularly consulted. Key development plans are thorough and appropriately focused on raising standards and quality across several aspects of the school's work. The school's self-evaluation processes are accurate in describing the current picture, although these are not yet sufficiently rigorous in evaluating the impact of actions taken on pupil outcomes.

The headteacher and her staff team have the support and confidence of the vast majority of the parents, as reflected in the questionnaires returned to the inspection team. The school works well in partnership with parents, community and external services for the benefit of its pupils.

There is good capacity for further improvement due to the leadership team's knowledge and understanding of what needs to be done and the shared commitment of all staff and governors to taking actions to achieve this.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, inspectors visited your school recently. We liked joining your lessons and were very interested to hear about all the things you do and what you thought about your school. We would like to thank you for your help and for making us feel so welcome.

There are a lot of good things in your school. The following are some of the best things we found.

- Your school takes good care of you and the teachers help you to consider each other's feelings and develop into thoughtful young people.
- Your behaviour is good in and around school.
- You tell us that you feel safe and happy in school, and we saw you being helpful and caring for one another.
- Teaching is often good and this is helping you to improve your learning.
- Some of you take on responsibilities and help to make decisions about your school. Those of you on the school council talked to us about changes that have been made.
- If you find lessons difficult, you get lots of help from the adults and are given the right work to do.

We have asked your headteacher, governors and staff to look at some things to make your school even better.

- Make sure that those of you who are able to do more difficult work are given challenging targets and reach even higher levels, especially in English.
- Continue improving the teaching so that it is good or better all of the time.