

# Hollinhey Primary School

## Inspection report

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<b>Unique Reference Number</b>	111030
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	378220
<b>Inspection dates</b>	1–2 February 2012
<b>Lead inspector</b>	Steve Isherwood HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Sutton
<b>Headteacher</b>	Janet Mott
<b>Date of previous school inspection</b>	21 January 2009
<b>School address</b>	Bell Avenue Sutton Lane Ends Macclesfield SK11 0EE
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## Introduction

### Inspection team

Steve Isherwood  
Peter Mather

Her Majesty's Inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 11 teachers teaching 24 lessons and parts of lessons. Meetings were held with members of the governing body, staff and groups of pupils. Telephone conversations were held with a representative of the local authority and the school's previous Improvement Partner. The inspectors observed the school's work and looked at a range of evidence including: the school improvement plan; the tracking of pupils' progress; monitoring reports; the work pupils were doing in their books; and the school's documentation relating to safeguarding. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They also analysed 63 questionnaires returned by parents and carers and took account of those completed by staff and pupils.

### Information about the school

This is a smaller than average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average as is the number of disabled pupils and those with special educational needs. The school is above the current government floor standard, which sets the minimum expectations for attainment and progress. A before- and after-school club operates from the school premises. This provision is not managed by the governing body and is subject to separate inspection arrangements by Ofsted. The school has gained several awards including the Inclusion Mark, Activemark and the National Healthy Schools status.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- Hollinhey is a good school. It has the capacity to be even better. These comments expressed by some parents and carers and echoed overwhelmingly by others help to explain why: 'My child is very happy'; 'the staff are helpful, kind and supportive'; 'the school offers an excellent environment'; 'my children love coming to school'.
- Pupils are keen and enthusiastic learners and behave well. They feel safe in school, have positive attitudes to their work and enjoy coming to school. When asked to put forward their views on the school, they found it very difficult to think of any improvements they would like to see. There was strong praise for the high levels of care they receive and the wide range of opportunities on offer.
- Attainment at the end of Year 6 is high in all subjects at the expected Level 4 and at the higher Level 5. Children get off to a good start in the Early Years Foundation Stage and make good progress from their starting points. Attainment at Key Stage 1 is improving swiftly and securely but remains low in writing and mathematics and broadly average in reading. Not enough pupils are reaching the higher levels in their work.
- Teaching is typically good with elements of outstanding practice. Lessons are characterised by busy pupils responding with enthusiasm to a range of practical and stimulating activities. However, in a small number of classes there is variability in how activities are planned for higher-ability pupils. On occasions, tasks for these pupils are not demanding enough. Senior leaders are not complacent and realise that the next challenge is to increase the number of outstanding lessons across the school.
- The headteacher and senior staff, including governors, keep a close eye on the school's performance. Teamwork is the key. They accurately identify the strengths and weaknesses of the school and use this information effectively to steer improvement. For example, they correctly recognise that maintaining the focus on improving teaching and learning is a key priority and is central to accelerating pupils' progress and raising their attainment further at Key Stage 1. Furthermore, they are also aware that plans

for improvement are not sufficiently well targeted on outcomes for pupils and strategies for measuring success.

## What does the school need to do to improve further?

- Raise attainment and accelerate the progress of pupils further at Key Stage 1 by:
  - maintaining the focus on improving teaching and learning
  - ensuring that more pupils reach the higher levels in their work.
- Increase the proportion of outstanding lessons by:
  - ensuring greater consistency in the planning of work for higher-ability pupils.
- Strengthen development planning by:
  - ensuring that targets for improvement are clearly focused on outcomes for pupils and strategies to measure success.

## Main Report

### Achievement of pupils

Pupils make good progress from their typical starting points and quickly develop great enthusiasm for learning. Parents and carers agree. Pupils are keen to learn new skills and engage well with a wide range of experiences. They particularly enjoy activities that fire their enthusiasm for learning and where they can discuss and share their ideas with others. Children in the Early Years Foundation Stage learn to make independent choices and make good progress in learning letters and sounds and in early number skills. Pupils in Years 1 to 6 are attentive and work hard in class. They answer questions readily and are encouraged to explain their views clearly. Year 6 pupils developed their vocabulary well in thinking about how to put forward an argument and express an opinion. Elsewhere in Year 5, pupils checked each other's understanding of how to vary sentences to maintain the readers' interest.

Attainment tends to fluctuate year on year because of the small numbers of pupils involved and the very different composition of each cohort. Test results, together with the school's own data show that attainment was high in all subjects at the expected Level 4 and at the higher Level 5 at the end of Year 6 in 2011. Attainment at the end of Year 2 in 2011 was low in writing and mathematics and broadly average in reading. However, there is clear evidence to suggest that pupils are now making better progress than previously in Years 1 and Year 2 and that attainment is rising securely, although senior leaders correctly recognise that these improvements need to go further.

Pupils read competently for their age and most reach and often exceed expected levels by the end of Key Stages 1 and 2. In guided reading and phonic sessions pupils have a wide range of opportunities to practise their skills and to read and research information independently.

Disabled pupils and those with special educational needs learn well. This is because their needs are identified early and they receive a great deal of individual support to accelerate their learning.

## Quality of teaching

Pupils, including disabled pupils and those who have special educational needs, achieve well over time as a result of teaching that is mainly good with some outstanding practice. Parents and carers are confident that their children are taught well. Teachers have increased their understanding of what makes effective practice and have established their own vision of learning. This means that a number of common strengths are emerging in lessons. Teachers are keen and enthusiastic and prepare well. Teaching assistants provide a very effective layer of extra support, particularly for those that find learning difficult. Teachers question pupils' effectively. New skills build well on pupils' prior learning. Increasingly, pupils are given opportunities to check each other's understanding and to work independently. Typically, lessons see busy pupils using and applying their knowledge in a range of practical and stimulating activities with opportunities to investigate, predict and direct their own learning. When the planning and teaching are at their best, excellent use of technology brings learning alive, as in a Year 3 lesson where pupils independently used information and communication technology (ICT) to research the habitat of different birds and were given opportunities to discuss and share their ideas with others. Elsewhere in Year 1, a small group of pupils made excellent progress in their understanding of letters and sounds with skilful prompting and questioning from the teacher and the learning support assistant. These lessons confirmed how well the pupils can achieve when expectations are high and the teaching imaginative.

Where teaching is less strong in a small number of lessons there is variability in how work is planned for higher-ability pupils. On occasions, tasks for these pupils lack challenge and are not demanding enough. Senior leaders are correct in recognising that in order to increase the number of outstanding lessons across the school this issue requires further work.

Pupils are supported effectively in knowing how to improve their work through helpful comments from teachers in their books. Although not consistent in all classes, there are some excellent examples, particularly in Years 5 and 6, where pupils are given clear guidance on how to advance their work and reach the next level.

## Behaviour and safety of pupils

Pupils' typical behaviour is good in lessons and around the school. They are polite, self-assured and generally get on well with each other. Their enjoyment of school is reflected in their improving attendance and punctuality. Pupils' personal development, including their spiritual, moral, social and cultural development is a strong feature of the school's work and has a big impact on their progress. Spirituality is enhanced well by close links with the church and through the tolerance and respect that pupils have for one other. Cultural development is developed through studies of different faiths and religions and through visits to different places of worship.

Throughout the school, staff give high priority to the emotional needs of pupils through careful attention to personal, social and health education in which pupils are given regular opportunities to express their feelings and anxieties. This means that relationships are strong; pupils know the difference between right and wrong and are aware that they have responsibilities towards each other and their teachers. Pupils report that staff are always there to help and are confident that their voice will be heard. Typically they comment, 'Teachers always listen to us.' And, 'They help us with our problems.'

Pupils are proud of their school, develop a strong social conscience and are eager to take on extra responsibilities such as acting as playground friends or members of the active school council.

Instances of bullying and disruptive behaviour when it occurs are dealt with effectively because the school manages pupils well. A large majority of parents and carers agree, although a few felt otherwise. Similarly, not all pupils felt that behaviour in some lessons was always good.

## **Leadership and management**

The drive and determination of senior leaders to improve the school lie at the heart of the school's continual improvement. The headteacher sets the tone and is successfully steering the school in the right direction. She is well supported by an equally committed team of staff and governors who share her vision and sense of purpose. As a result, teamwork is strong and the school's work is clearly focused on raising pupils' achievement and in improving the quality of their learning.

The school promotes equality of opportunity well. Senior leaders are constantly alert to any variation in achievement and are effective in improving pupils' life chances and in tackling discrimination. As a group, they are committed to removing the barriers to learning and celebrating the achievements of all pupils whatever their circumstances. Although further work is still required at Key Stage 1, effective action has been taken to raise the achievement of pupils in Years 1 and 2 and close the gap between attainment at the school and the national average.

Senior leaders are well aware of the strengths of the school and where further improvements are required. For example, they correctly recognise that their plans for improving the school are not sufficiently targeted on outcomes for pupils and measurable targets for improvement are not always clear.

The governing body is committed to seeing the school improve further. It has a good understanding of the school's priorities and is confident to act where necessary to support improvements or to question proposals. As a group, it ensures that all appropriate policies are in place. Consequently, the school meets all statutory requirements to ensure that pupils are safe and free from harm. Safeguarding arrangements are clear and no stone is left unturned to ensure that all pupils, including those most vulnerable are well cared for and looked after.

A good curriculum is provided. Careful attention is given to development of key skills and in using ICT to enhance pupils' learning. There is high take-up of the excellent provision of extra-curricular clubs and enrichment activities. Pupils speak highly of the 'Friday Clubs' and eagerly participate in a wide range of opportunities including cheerleading, tombstone calligraphy and sign language. They confirm that these activities add considerable enjoyment to their learning and their positive attitudes.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



3 February 2012

Dear Pupils

### **Inspection of Hollinhey Primary School, Macclesfield SK11 0EE**

Thank you so much for helping the inspectors when we visited your school recently. We really enjoyed chatting to you in lessons, in the playground and in the pupil interview. You expressed your views very clearly and they were very helpful to us. You told us how much you like coming to school and having spent the two days with you we can understand why.

You go to a good school and are taught well. It is such a safe place to be. Everyone takes good care of you and your parents and carers told us this too. We were pleased to see how well you behave in lessons and around the school.

You told us that your lessons are interesting and often fun. We could see this with our own eyes when Year 4 pupils were investigating equivalent fractions, when Year 5 were using two digit cards in solving their subtraction problems and when some of the boys and girls in Years 5 and 6 were measuring different shapes. I was also impressed when two boys in Year 6 read me their argument about putting forward one side of a debate. Both examples were very persuasive, well done.

Your teachers are working effectively to improve the school. We have asked whether some of you can make faster progress and for some of you to have harder work. We have also asked whether more of your lessons could be like the very best ones we saw and that your teachers look more closely at how they plan to improve the school. You can help by telling your teachers what makes your lessons interesting and what helps you to learn.

Keep trying hard. We can see why your teachers enjoy working with you every day.

Yours sincerely

Steve Isherwood  
Her Majesty's Inspector

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