

# Hollinhey Primary School

## Inspection report

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<b>Unique Reference Number</b>	111030
<b>Local authority</b>	Cheshire
<b>Inspection number</b>	325277
<b>Inspection dates</b>	21–22 January 2009
<b>Reporting inspector</b>	Peter Toft HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 on roll</b>	173
Government funded early education provision for children aged 3 to the end of the EYFS	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Atkins
<b>Headteacher</b>	Mrs Janet Mott
<b>Date of previous school inspection</b>	17 January 2006
<b>School address</b>	Bell Avenue Sutton Macclesfield SK11 0EE
<b>Telephone number</b>	01625 383247
<b>Fax number</b>	01260 252496

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	21–22 January 2009
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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

This small school serves the village of Sutton and the surrounding semi-rural area. A few pupils come from Macclesfield town. Pupils join the Reception class with average attainment. Almost all are of White British heritage and almost all speak English as their first language. The proportion of pupils eligible for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is average and the number of pupils with a statement of special educational need is above average. The building is used for the provision of childcare activities before and after school, managed by a private organisation. The school has attained the following awards: Financial Management Standard in Schools, Activemark, Cheshire Healthy Schools Award, National Healthy Schools Award and Geography Primary Silver Award.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 2**

Hollinhey Primary is a good school. Given its recent record of well managed improvement, it has a good capacity to improve further. It serves its community well and is highly regarded by parents, rightly so. Reflecting the school's growing popularity, the number of pupils on roll has grown in recent years. The school is now able to organise all of its teaching without recourse to mixed-age classes. The issues raised in the last inspection have been tackled thoroughly; the monitoring of pupils' progress is now good, as is the quality of teaching overall, though there is scope in some Key Stage 1 classes to improve methods of dealing with the small number of challenging or immature pupils. This is also necessary to enable pupils in these classes to make progress which is good, as it is in Key Stage 2, rather than satisfactory, as it is in Key Stage 1.

The school is well led and managed by a capable headteacher, ably assisted by other managers and staff. Team spirit is strong. The clear willingness of staff to go the extra mile and to work cooperatively has supported the school's drive to improve its provision. School development planning is comprehensive and suitably strategic, though forward projections of costs lack detail. The school has a clear idea of its strengths and weaknesses and this is based on rigorous self-evaluation. However, inspectors judge the provision for children in the Early Years Foundation Stage (EYFS) to be satisfactory, rather than good as the school judges. Governors give good support and challenge to the school and bring a wealth of expertise to bear on their contribution.

Pupils are, in the main, well behaved and enthusiastic about school. They respond well to the varied and active teaching methods and cooperate very well with each other and staff. Their personal development is good. They develop into well rounded individuals with the skills and confidence to move successfully on to secondary education. This reflects the good levels of care, guidance and support provided by the school and the good provision to help pupils to mature socially. Teaching is good overall, though the incidence of good lessons is higher in Key Stage 2 than it is in Key Stage 1. Staff go to some lengths to plan an interesting curriculum that covers rigorously a wide range of subjects and captures the interests of the pupils. Planning to secure this is very thorough. Provision for the EYFS, though it has developed well recently, is satisfactory rather than good and needs further developments in resources, their use and the continuity of management.

## Effectiveness of the Early Years Foundation Stage

**Grade: 3**

Provision in the Reception class enables children to make a satisfactory start to their education and to become happy learners. Their admission to the class is managed sensitively, ensuring that they feel safe and secure from the start. Their attainment when they enter the class matches typical expectations for their age group. They go on to make satisfactory progress overall and enter Year 1 with skills at the expected levels for their age. Daily sessions focusing on letters and sounds help to develop early reading and writing skills and this supports the secure progress children make in that area of learning. The quality of teaching is satisfactory. Structured and purposeful play, sound planning and the careful use of assessment all contribute to

ensuring children's satisfactory progress through the Reception year. Children enjoy warm relationships with the caring staff and this helps them to grow in confidence as learners, to behave well and to learn effectively how to get on with other children. Those with learning difficulties and/or disabilities make sound progress because their individual needs are supported well. The school has good links with outside agencies which contribute to pupils' health, welfare and learning. The outdoor area is currently in need of further development as its restricted space limits opportunities for adventurous and investigative learning out of doors. Despite the good efforts of the school's leaders to ensure continuity of provision, staff changes over recent times have meant that leadership and management of the EYFS has not been consistent and this has slowed the pace of development in this area of the school. These factors have contributed to limiting the progress children make during the Reception year.

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

- In the EYFS, improve provision for outdoor learning and secure continuity of leadership and management.
- Continue to raise standards and hasten progress in Key Stage 1.

## **Achievement and standards**

**Grade: 2**

Pupils' overall achievement is good, although in the last school year it dipped to satisfactory in the end of Key Stage 1 assessments. Standards at the end of Key Stage 1 were broadly average overall in 2008, although in the two previous years they had been above average. The proportion of pupils in Year 2 who reached the higher level (Level 3) in writing and mathematics was below average. Pupils' progress accelerates significantly in Key Stage 2. For the past three years, standards at the end of Year 6 have been exceptionally high in all core subjects in comparison with the national average. Inspection evidence confirms that this remained the case in 2008. The proportion of pupils who attained the nationally expected level in all core subjects in Year 6 in 2008 was above average. An above average proportion also reached the higher level in all core subjects. Pupils with learning difficulties and/or disabilities and pupils who speak English as an additional language all achieve well in Key Stages 1 and 2, as a result of the good provision the school makes for them.

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

**Grade: 2**

Pupils' good personal development contributes well to their good achievement. It shows in their positive attitudes to school and their outstanding rate of attendance. The school's supportive ethos enables pupils to grow in self-esteem and form good quality relationships with staff and with each other. They thoroughly enjoy school and apply themselves enthusiastically to their activities. Their spiritual, moral and social development is good. Their cultural development is fostered well through the school's broad curriculum and through opportunities to learn about world faiths and to visit places of cultural interest in the locality. Pupils enjoy taking responsibility, for example taking the roles of reading buddies or as school councillors. They have the

opportunity to participate in the running of the school through the school council, though this is currently restricted to pupils in Key Stage 2 and the latter part of Year 2. Pupils contribute to a variety of activities in the local community and with other schools. They collaborate very well in groups or with a partner in lessons. These important life skills are developed well and, this, together with their good basic skills in literacy, numeracy, and information and communication technology (ICT), helps pupils to be well prepared for the future. They have a good awareness of personal safety and healthy lifestyle issues, reflected in the external awards the school has achieved. Pupils' smooth transition to the next stage in their education is supported well by the school's strong links with the high school.

## Quality of provision

### Teaching and learning

**Grade: 2**

Teaching is mainly good throughout the school. It is based upon thorough planning, diligent lesson management, good subject expertise and strenuous efforts to enthuse and meet the differing needs of individuals. Pupils generally learn and behave well. The vast majority of parents are rightly satisfied with the teaching and the efforts the school makes to keep them informed of their children's progress. Within this good overall picture, there are some variations, especially between some lessons in Key Stage 1 and those in Key Stage 2. The better lessons are rigorous and teachers make very effective use of a wide range of teaching methods and tasks to stimulate thinking, participation and cooperative learning. Pupils enjoy such lively lessons, revelling in opportunities to satisfy their curiosity and to think about and evaluate their work. The liveliness is often enhanced by the skilful use of the good provision of audio-visual teaching aids and computers. Teachers' marking of pupils' work is usually thorough and often accompanied by comments written to help pupils improve. Pupils of different capabilities are set work at levels right for them. Those with learning difficulties and/or disabilities make good progress. This is aided by the coaching given by the well deployed teaching assistants. In the few lessons in Key Stage 1 that are satisfactory rather than good, the behaviour of a small number of pupils holds up the class. In these cases, behaviour management and class control are not always sharp enough to bring these pupils back into line quickly.

### Curriculum and other activities

**Grade: 2**

The good and interesting curriculum is a major influence on pupils' enthusiasm for learning. The school has gone to some lengths to build upon the subjects of the National Curriculum by developing and coordinating units of study based on themes which the pupils find relevant and enjoyable. Good planning helps to ensure that subjects are covered rigorously while being linked to such themes. This was clear in the lessons observed. Pupils receive a broad and balanced education, including rigorous coverage of literacy, numeracy, ICT, and how to live healthily and sociably. The curriculum and the ways in which it is taught are well attuned to the differing needs of pupils, including those with learning difficulties and/or disabilities. This is aided by the regular monitoring of pupils' progress by class teachers and the class reviews of subject coverage carried out with the help of subject coordinators and

managers. A rich provision of extra-curricular activities helps to broaden pupils' experiences. Take up of these is good, though some parents would like to see more such activities made available to younger pupils in Key Stage 1.

## Care, guidance and support

**Grade: 2**

The school provides good pastoral care for its pupils. It supports its most vulnerable pupils well, working sensitively with them and their families to help to tackle the barriers to learning these pupils may be facing. Pupils are confident that adults are readily on hand to help with any problems that arise and this makes them feel secure. Those who have additional learning needs or are learning English as an additional language are supported well. The school liaises effectively with external agencies to promote pupils' progress, health and well-being and complies with statutory requirements for health and safety including safeguarding and child protection. The quality of the academic guidance for pupils is good overall and pupils are given good verbal feedback in lessons. Individual targets are being used effectively in Key Stage 2 to enhance pupils' learning; this is not so fully developed in Key Stage 1. The progress pupils make is carefully tracked, so that underachievement may be identified and addressed promptly. Marking practice is currently and rightly under review to ensure that pupils are regularly given good advice for improvement.

## Leadership and management

**Grade: 2**

The school is well led and managed. The headteacher has carefully steered its steady improvement since the last inspection. Self-evaluation is good and well grounded in evidence of what is happening in the school. The headteacher has been ably assisted in this development by conscientious senior and middle managers and a dedicated team of teaching and non-teaching staff. Staff have clear roles and the school has carefully matched their particular skills to the specific needs of classes. This has enabled the rigorous coverage of subjects, such as music and French, by staff with expertise in these fields. Recent changes to staff deployment have also been effective in restoring good progress in Key Stage 1.

The staff are well led. There is an obvious team spirit throughout the school and morale is high. This has enabled the school to cope well with recent staff absences and to ensure the continuity of effective provision for all classes. Performance management is effective and has been well used, for example to encourage staff cooperatively to improve the teaching of writing and to develop the use of targets to promote high achievement. Subject leaders have time and authority to manage their subjects and are able, for example, to conduct audits of provision throughout the school. Much management effort has been devoted to ensuring that all pupils gain from their time here and that none slip through the net. This has been very effective. The school promotes community cohesion very well at a number of levels. Pupils are taught to respect one another and to learn and play cooperatively; they also learn about the basic characteristics of a variety of religious faiths. The governors play a full, active and well organised part in the life of the school. They bring considerable expertise and commitment to promoting improvement and strike a good balance

between supporting the school and providing authoritative questioning and challenge when needed. The school is well resourced in the main though there is scope to develop further the facilities for the children in the EYFS. Financial management is good and the school makes very effective use of its budget, giving good value for money.



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## Annex A

# Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</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>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The capacity to make any necessary improvements	<b>2</b>

## Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>3</b>
How well do children in the EYFS achieve?	<b>3</b>
How good are the overall personal development and well-being of the children in EYFS?	<b>3</b>
How effectively are children in the EYFS helped to learn and develop?	<b>3</b>
How effectively is the welfare of the children in the EYFS promoted?	<b>3</b>
How effectively is provision in the EYFS led and managed?	<b>3</b>

## Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
How well learners enjoy their education	<b>1</b>
The attendance of learners	<b>1</b>
The behaviour of learners	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

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

## The quality of provision

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

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



23 January 2009

Dear Pupils

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

I promised to let you know what we thought of your school after our recent inspection.

- Hollinhey is a good school which has improved steadily in recent years.
- Most of you behave very well and enjoy the interesting lessons and activities.
- You cooperate very well with each other and the staff.
- Your teachers are good at passing on their enthusiasm for learning to you.
- They work very hard to ensure that you learn well and are clear about how well you are doing.
- By the time pupils leave school in Year 6 they have made very good progress and the standard of their work and test results are very high.
- They are well prepared to go on to high school.
- Your progress is satisfactory in the first three years and good in the last four years.
- In the Reception class, pupils would do better if the outdoor learning was improved.
- There have been a few changes to the management of the Reception class and we have suggested that it would be best if things were more settled now.
- Your parents are very pleased with the school and how well it lets them know of your progress.
- The school is well managed and the headteacher, staff and governors work very hard to ensure that all of you get a good education, are well cared for and kept safe.

To help the school to improve even more I have asked the headteacher and governors to do the following.

- Speed up children's progress in the Reception class by improving learning out of doors and by making the management more stable.
- Continue to improve standards and progress in Years 1 and 2.

I wish you all the very best for your future learning at Hollinhey.

Yours sincerely,

Peter Toft  
Her Majesty's Inspector