

# Hollinsclough Church of England Academy

Carr Lane, Hollinsclough, Longnor, Buxton, Staffordshire SK17 0RH

## Inspection dates

10–11 July 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, along with her team of dedicated staff, ensures that pupils have a positive experience at school. Equal value is placed upon pupils' academic and personal development. As a result, pupils make good progress in a happy, safe environment.
- Children in the early years get off to a super start. Adults ensure that children's needs are very well met. Consequently, children make substantial and sustained progress in all areas of learning.
- Governors are ambitious for the success of the school. They know the school's strengths and weaknesses well because they make regular visits. They use this knowledge to provide effective support and challenge.
- Teachers have good subject knowledge and ensure that pupils have a clear understanding of the features of different types of writing. However, pupils do not have enough opportunity to apply their writing skills in a range of subjects across the curriculum. Therefore, too few pupils attain at a high level at the end of key stages 1 and 2.
- The teaching of phonics is effective. Over time, the proportion of pupils who have reached the expected standard in the phonics screening check has been above the national average.
- Most pupils make good progress in mathematics. They successfully apply calculation strategies when solving problems and reasoning about their work. Occasionally, pupils have to undertake work they find too easy. This means that some pupils do not make the progress of which they are capable.
- Pupils behave well. They demonstrate respect and kindness to one another and the adults they work with. Pupils understand the school rules and the consequences of not following them.
- The curriculum is broad and balanced. Pupils enjoy the additional activities, including opportunities to learn outside and the educational visits that complement the topics they study. Most pupils make good progress in a variety of subjects. However, in some subjects the most able pupils are not provided with sufficient challenge.
- Provision for pupils who have special educational needs (SEN) and/or disabilities is good. Leaders and teachers know the individual needs of this group of pupils well. As a result, pupils make strong progress, particularly in reading and writing.

## Full report

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

- Further improve the quality of teaching, learning and assessment, by:
  - challenging the most able pupils so that they achieve the highest standards across the curriculum
  - providing more opportunities for pupils to apply their writing skills in a range of subjects across the curriculum
  - ensuring that pupils are moved onto challenging tasks, particularly in mathematics, as soon as they are ready.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher leads the school with an unwavering determination that all pupils will be successful and confident individuals. She ensures that there is a constant focus on making learning interesting and purposeful. Staff share this vision, and everyone works together to improve outcomes for all pupils.
- Leaders, including governors, are knowledgeable about the school's strengths and areas for improvement. The school development plan includes a tight focus on improving pupils' progress. This is thoroughly analysed to ensure that no pupils are left behind.
- Class teachers provide essential support for the headteacher through their roles as phase and subject leaders. Together, they plan opportunities to check the quality of teaching during each half term by observing lessons and looking at the work that pupils produce. Subject leaders appreciate the professional development they receive because it helps them to improve their own practice and they can show where it has had a positive impact on pupils' achievement. The headteacher and three class teachers work together closely to ensure that the quality of teaching remains good throughout the school.
- Leaders benefit from working with other schools, both within the multi-academy trust and with those in the local area. For example, there are opportunities to moderate pupils' work in a variety of subjects and year groups. This helps to ensure that teachers make accurate assessments.
- The school's curriculum is broad and balanced. It is delivered through carefully planned topic work that ensures pupils acquire subject-specific skills. For example, pupils in upper key stage 2 are learning to evaluate the impact of actions leading up to the First World War. Leaders have organised the curriculum very carefully to ensure that pupils who take up the option of flexi-schooling do not miss out on any subject areas. For example, all topic work is delivered over the three core days that all pupils must attend. Some subjects, including computing, are delivered in such a way that flexi-school pupils access the materials from home through the internet. Extra-curricular clubs allow pupils to experience a wide range of sports activities.
- Funding for pupils who have SEN and/or disabilities is used effectively. As a result, these pupils make good progress from their different starting points.
- Pupil premium funding is used to support the academic progress and personal development of disadvantaged pupils using a range of strategies. This is successful because leaders know the individual pupils and their needs very well.
- Sports premium funding is used effectively. Pupils have access to high-quality equipment and they participate in a variety of sports activities and competitions. Leaders ensure that teachers receive training in order to deliver all aspects of physical education well.
- Leaders promote pupils' spiritual, moral, social and cultural learning through all aspects of the school's curriculum. Pupils have a sound understanding of British values and how these reflect their everyday lives. For example, pupils elected house leaders after

visiting the local council office to find out about democracy. Pupils visit different places of worship and they have an age-appropriate understanding of key world religions.

- Parents and carers are very positive about the school. The vast majority agree that their children are safe and well cared for. Several parents who spoke to the lead inspector are extremely happy about how well their children settled at Hollinsclough after moving to the school in the middle of an academic year.

## **Governance of the school**

- Governors have an accurate understanding of the school's strengths and areas for improvement. They make regular visits to the school to find out for themselves about the quality of provision. For example, they visit classrooms to see lessons taking place, look at pupils' books and hold meetings with subject leaders.
- Additionally, governors have a thorough understanding of assessment information. They know how additional funding is used to meet the needs of disadvantaged pupils and those who have SEN and/or disabilities. This means that they are well equipped to provide appropriate challenge and support for school leaders.
- Governors access training to enable them to be effective in their role. This includes training linked to safeguarding pupils and managing attendance.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that all members of staff are trained in child protection procedures. Staff know exactly what to do if they have any concerns about a pupil's safety. Child protection records are stored securely. They are thorough and up to date.
- Parents, including all those who spoke to the lead inspector during the inspection, are confident that their children are safe and well looked after. All staff agree that pupils are safe while at school.
- Pupils say that they feel safe in school. They say that there is always someone to talk to if they are worried about anything. The curriculum helps pupils to stay safe, for example through learning about the danger that strangers can pose, using the internet safely, road safety and learning to swim.
- Governors take their safeguarding responsibilities seriously. For example, they conduct checks on safeguarding procedures, including the single central record of staff and visitors.

## **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching throughout the school is good. Teachers use their strong subject knowledge to plan lessons that interest and motivate pupils. Tasks are planned in order to build upon pupils' prior learning because teachers have a good understanding of pupils' starting points. Teachers' use of verbal feedback is consistent throughout the school and is effective in helping pupils to move on. As a result, pupils enjoy their learning and most of them work hard.

- Teachers explain tasks clearly, so pupils know exactly what they have to do. Teachers remind pupils of their expectations of the amount of work they should produce. However, a small group of pupils do not complete as much work as they could during lessons. Teachers use questions effectively to clarify misconceptions and to probe pupils' thinking.
- Reading is taught effectively. Teachers ensure that pupils build upon their solid understanding of phonics in order to read widely. There are many opportunities to read texts linked to topics, for example newspaper articles and biographies of famous people in history.
- Pupils have a secure understanding of the calculation strategies they need to use to solve problems in mathematics. Teachers plan opportunities for pupils to apply their skills and knowledge in a wide range of mathematical topics. Additionally, pupils' books show that over the year there are increasing opportunities for pupils to reason about their work. Teachers plan tasks that will challenge pupils, including the most able, to deepen their knowledge. Occasionally, pupils must undertake work they find easy before they get onto the more challenging work.
- Teachers ensure that pupils develop a secure understanding of the features of different types of writing. Also, pupils develop an age-appropriate understanding of grammar and punctuation. Pupils' English books show that they have some opportunities to write extended pieces, but they do not have enough opportunities to practise and apply their writing skills across a range of subjects in the curriculum. As a result, not enough of the most able pupils are reaching the higher writing standards of which they are capable at the end of key stages 1 and 2.
- Teachers plan lessons through topics that will develop subject-specific skills. For example, pupils learn how to plan, conduct and conclude scientific experiments. In history, they are taught to empathise with people from the past and how to use historical sources to gain information. There are opportunities for the most able pupils to complete tasks that they find challenging. However, teachers could stretch pupils even further to reach the higher standards of which they are capable.
- Relationships between teachers and pupils are strong. Teachers work well with teaching assistants, who help to improve pupils' progress further through delivery of carefully planned interventions.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite to adults and one another. Pupils say that they would recommend Hollinsclough to everybody and they are welcoming to visitors. Pupils are confident that the school is a safe place. They are knowledgeable about the different forms of bullying and say that there is no bullying in the school. Pupils say that they can talk to any adult in the school if they are worried about anything.
- Through the curriculum, pupils develop a sound understanding of faiths and cultures different to their own. They are respectful of diversity and say that they are interested

in learning about different religions. Pupils are clear that anyone would be welcome to join their school, regardless of their background, their religion or any disability they might have.

- Pupils appreciate opportunities to take on responsibilities, for example as house captains and vice-captains. Pupils say that they are able to have some impact on how things are done at school, including organising anti-bullying week and leading projects on water saving.
- Pupils are proud to attend the school. They appreciate the beautiful location that the school is set in and enjoy the learning experiences this offers. However, not enough pupils take pride in the way they present all of their work. Pupils' books show that while work in mathematics is presented well, written work in other subjects is more often untidy, with some crossing-out. Pupils told the lead inspector that this was because they prefer mathematics to writing.

## Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well in lessons and as they move around the school. Pupils usually work hard in lessons and the majority demonstrate a desire to complete the tasks to the best of their ability. Occasionally, in a small number of lessons, pupils lose concentration and their attention wanders.
- Older pupils take responsibility for helping younger pupils when playing games at lunchtime. As a result, lunchtimes are happy and calm. Pupils explain the rules clearly and say that they are fair. They know the rewards and consequences linked to the behaviour system. Pupils say that everyone usually behaves well.
- Leaders monitor attendance closely. This includes tracking the attendance of flexi-schooled pupils to make sure they attend as well as possible on the core days agreed with their parents. School attendance information shows that when the flexi-school agreement is taken into account, pupils' attendance is broadly in line with national averages.

## Outcomes for pupils

**Good**

- It is difficult to make year-on-year comparisons of pupils' achievement at the end of key stages 1 and 2 because of the very low number of pupils in each year group.
- Current pupils make good progress in reading, writing and mathematics. This is demonstrated through the school's assessment information and in pupils' books.
- The proportion of pupils working at the standards expected for their age in reading and mathematics is high. However, in some year groups, a low proportion are working at the standards expected for their age in writing, and too few pupils are working at higher standards in writing throughout the school.
- The proportion of pupils who achieve the expected standards in the phonics screening check is above national average and has been since 2016. Pupils in key stage 1 enjoy reading and they do so with fluency and clarity of understanding. In key stage 2,

teachers build upon these skills well and pupils develop a love of reading. Pupils read confidently and can explain their reading preferences, including why they like their favourite authors.

- Disadvantaged pupils make similar rates of progress to other pupils. This year, an increasing proportion are making strong progress in reading and mathematics. However, a lower proportion of disadvantaged pupils reach greater depth in mathematics and writing compared to other pupils.
- Provision for pupils who have SEN and/or disabilities is good. The support they receive is effective because it helps them to access the curriculum and make good progress.
- Pupils' books show that they make good progress in a variety of subjects across the curriculum, particularly science and history. However, the most able pupils are not challenged as well as they could be in order to deepen their understanding in a variety of subjects. This limits the progress that some pupils make and prevents them from reaching the standards of which they are capable.

### Early years provision

### Outstanding

- The early years provision is very well led and managed. The leader has a thorough understanding of the strengths and areas for improvement within the setting. Adults are very well trained and, as a result, they provide excellent provision.
- In 2017, the proportion of pupils who reached a good level of development was above that found nationally. Children make consistently strong progress from their starting points in all areas of the curriculum. Adults ensure that children's personal, social and emotional needs are met as well as their academic needs. Consequently, children are well prepared for Year 1.
- Adults conduct ongoing assessments of children in each area of the curriculum. As a result, they know the children and what they are capable of very well. Adults plan activities to meet the individual needs of children and move them on as soon as they are ready. Adults maintain a focus on language development and communication skills. This ensures that children are confident learners who can talk about what they are doing in detail.
- Children in the early years benefit from a wonderful learning environment, both indoors and outside. These spaces are very well organised, contain high-quality resources that are easily accessible and, as a result, promote high engagement in activities. Children demonstrate good concentration skills. They work equally well on their own or with others, when sharing resources or helping one another to complete a task.
- The curriculum is interesting and is driven by children's interests, while maintaining a focus on developing important basic skills. For example, as part of a topic on holidays, an indoor role-play area was set up as a travel agency with plenty of opportunities to talk, write and use numbers. Outside, in the construction area, children were building a hotel. Adults ensure that vocabulary linked to topics is displayed prominently in all areas of the setting.
- Phonics is taught effectively and enables early readers to get off to a great start. Teachers promote reading through attractive, comfortable reading areas. Appropriate links are made between reading and writing. For example, after reading 'The Rainbow

Fish' children produced descriptive writing. This work is celebrated through displays in the writing area.

- Children are very well cared for and the relationships between adults and children are very strong. Children feel safe, they enjoy school and they are developing super attitudes to learning. All of the safeguarding and welfare requirements of the early years are met.
- Communication with parents is highly effective. Parents' contributions to children's learning journeys are valued. Additionally, evidence of work completed at home by children who take up the flexi-school option is also used to plan some of the next steps in children's learning.
- Behaviour in the early years is outstanding. Children understand the routines very well and know exactly what is expected of them. Children cooperate exceptionally well with each other.



## School details

Unique reference number	142276
Local authority	Staffordshire
Inspection number	10047353

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	Board of trustees
Chair	Mr Justin Wilson
Headteacher	Mrs Janette Mountford-Lees
Telephone number	01298 83303
Website	<a href="http://www.hollinsclough.staffs.sch.uk">www.hollinsclough.staffs.sch.uk</a>
Email address	<a href="mailto:office@hollinsclough.staffs.sch.uk">office@hollinsclough.staffs.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Hollinsclough Church of England Primary School converted to academy status in September 2015 and this is its first inspection since conversion. The predecessor primary school was inspected in September 2013. The overall effectiveness was judged to be good.
- The school is one of three academies within the Praxis multi-academy trust. Each school has its own headteacher or principal.
- Each school has its own governing body and some members of each of these committees are members of the trust. The board of directors, through the scheme of delegation and funding agreement with the Department for Education, has oversight of the three academies. The board has direct responsibility for the management and devolvement of governance, finance and human resources for all three schools.

- This is a smaller-than-average primary school. The school offers the option of flexi-schooling. The minimum attendance required for pupils who take up this offer is three core days per week.
- The vast majority of pupils are White British.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The proportion of pupils who are disadvantaged and eligible for the pupil premium is below the national average.
- In 2016 and 2017, the school met the government's floor standards, which set out the minimum expectations for pupils' attainment and progress at the end of key stage 2.

## Information about this inspection

- The lead inspector observed learning throughout the school. Some observations were carried out jointly with the headteacher. The lead inspector looked at pupils' books from across a range of subject areas and heard pupils read.
- The lead inspector talked to pupils from various year groups. Meetings were held with the headteacher, subject and phase leaders, the school bursar and three governors.
- The lead inspector looked at a range of documents provided by the school, including: the school's self-evaluation, assessment information, improvement plans and records relating to behaviour and safeguarding of pupils.
- The lead inspector spoke to parents to gather their views and took account of the 12 responses to the online Ofsted survey, Parent View.
- Inspectors also took account of the five responses to the staff questionnaire. There were no responses from the pupil questionnaire to consider.

## Inspection team

Jo Evans, lead inspector

Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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