

# Inspection of Holland Moor Primary School

Cornbrook, Skelmersdale, Lancashire WN8 9AG

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Inspection dates: 11–12 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in May 2008 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for 12 years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

## **What is it like to attend this school?**

The smiles on pupils' faces as they arrive each day reflect how much they enjoy school. The pupils who spoke to us said that they know leaders are ambitious for them to do well in school. Pupils enjoy activities on the sports field and using the wide range of play equipment available. Pupils with special educational needs and/or disabilities (SEND) particularly enjoy learning in the woodland area.

Pupils said that friendships in school are strong. They told us that at playtime there is always someone to play with. Pupils enjoy lunchtime where they can chat happily with their friends. Pupils behave well. They told us that any poor behaviour, or bullying, is sorted out quickly by staff. Pupils said that they feel valued and safe in school. They said that the adults in school take time to listen to them.

Pupils contribute to the life of the school as members of the 'voice club'. They organise events to support local charities. Pupils said that they enjoy the free breakfast club. It provides a calm start to their day. Pupils enjoy the many clubs on offer, such as art, gardening and mindfulness. They are extremely proud of their sporting achievements in local competitions.

## **What does the school do well and what does it need to do better?**

Leaders have high expectations for all pupils. Most pupils reach the expected standards in reading, writing and mathematics by the end of Year 6. Leaders have designed a curriculum as ambitious as the national curriculum. Curriculum plans identify what pupils need to know and when the content is to be taught. Information about pupils' learning is used well. Teachers' planning revisits previous learning and builds effectively on what pupils already know. Teachers ensure that pupils' understanding and knowledge is secure before they move on to new learning.

Training ensures that teachers and support staff have the knowledge that they need to teach the curriculum effectively. Teachers told inspectors that they appreciate the opportunities to work with other colleagues. They said that they feel well supported by senior leaders.

Many children's communication skills are weak when they start school. Skilled staff focus on developing children's spoken language and independence. Children quickly settle into a nurturing environment that is rich in vocabulary. Children enjoy listening to stories and joining in with familiar rhymes and songs. Teachers plan opportunities that encourage children to explore the world around them. For example, we observed children applying droplets of ink onto absorbent paper. They squealed with excitement as the colours merged and made new colours. The well-resourced outdoor area enhances the opportunity to develop children's skills and knowledge further. Most children reach a good level of development by the end of the Reception Year. They are ready for Year 1.

Pupils benefit from the calm and focused learning environment leaders have created, especially for pupils with SEND. Pupils conduct themselves well in school. They get on with their work without disruption. This is reflected in the quality of pupils' work seen during the inspection. Pupils communicate confidently what they know and remember across a range of subjects. For example, pupils explained how significant events in the past impact on life in Britain today. Visits to museums, and fieldwork in the locality, further enhance their knowledge and understanding in a range of subjects. Pupils apply what they know effectively to new learning, for example when solving increasingly complex problems in mathematics.

Most subject leaders have reviewed the impact of the subjects that they lead. They ensure that pupils receive the challenge and support that they need to achieve well in these subjects. This is not the case across the board. Some subject leaders are not aware of the impact of the curriculum on pupils' learning. This makes it difficult for them to amend their planning or to identify when teachers or groups of pupils might need extra support.

There was a dip in the proportion of pupils who reached the expected standard in the Year 1 phonics screening check in 2019. Leaders have taken effective action to resolve the reasons behind this. Curriculum plans focus on teaching phonics from the start. Leaders ensure that the phonics programme is delivered consistently well. Children in the Reception class quickly learn the sounds that letters make. For most pupils, the books that they read match the sounds that they are learning. Pupils who struggle are given the help that they need to catch up. However, some of the books that this group of pupils are given to read are too challenging. This stops them from enjoying success in their reading. It also limits their fluency.

Reading has a high priority across the school. Older pupils talked enthusiastically about the books that the headteacher recommends to them. Reading areas in each classroom encourage pupils to read across a range of different types of books. Pupils' increasing vocabulary knowledge supports their learning well in other subjects.

Any barriers to pupils' learning are identified quickly by staff. Pupils in the specialist resource provision take part in all aspects of school life. Leaders work with other agencies and professionals. They ensure that pupils with SEND are supported well across the school. Workshops for these pupils' parents and carers are well attended. Parents appreciate the care and guidance that staff provide for their children. Pupils with SEND achieve well from their starting points.

Pupils' personal development is enhanced through the range of experiences that leaders provide. Pupils reflected on what they had learned about different religions from a recent visitor to school. Pupils in the choir talked enthusiastically about their successful performance at the Manchester Arena. Pupils are proud of the contribution that they make to the local community.

Governors use their knowledge and experience well to support and challenge school leaders. They are mindful of staff's workload. They know the community well and understand the school's priorities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are highly vigilant. Leaders ensure that all adults in school are suitable to work with pupils. The training that staff receive enables them to identify any signs of neglect or abuse. They understand what to do if they have any safeguarding concerns. The support that leaders provide for the most vulnerable pupils and their families is enhanced further through links with other agencies.

Pupils are taught how to keep themselves safe in a variety of situations, including when they are out in the community and when they are using the internet. Visits from national charities enhance the curriculum further. These charities provide resources and advice to enable leaders to keep pupils safe.

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

### **(Information for the school and appropriate authority)**

- Some subject leaders have not reviewed the impact of the curriculum on pupils' knowledge and understanding. They do not know how well the curriculum is meeting their planned outcomes. They are not aware of how well pupils achieve in these subjects. This means that they are not able to step in and offer support for teachers or pupils. Leaders need to ensure that subject leaders review the impact of the subjects that they lead so that they can contribute more fully to the quality of education offered at the school and help pupils to achieve their best.
- Those pupils who find reading more difficult struggle to read when the books they are given are too challenging. This hinders their reading fluency, confidence and understanding. Leaders need to ensure that pupils' reading books match the sounds and words that pupils know so that they can become competent, fluent readers.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119323
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10110871
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	543
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Beryl Trainor
<b>Headteacher</b>	Mike Beale
<b>Website</b>	<a href="http://www.holland.lancsngfl.ac.uk/">www.holland.lancsngfl.ac.uk/</a>
<b>Date of previous inspection</b>	30 April – 1 May 2008

## Information about this school

- The school has nursery provision for two-year-olds.
- The school has a specially resourced provision for pupils with speech, language and communication needs between the ages of four and 11.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- During the inspection, inspectors spoke with the chair of governors, two members of the governing body, the headteacher, subject leaders and members of staff. Inspectors also met with a representative from the local authority.
- Inspectors considered the 158 responses to Parent View, Ofsted's online questionnaire. Inspectors also spoke with staff and pupils during the inspection.
- Inspectors did deep dives in these subjects: reading, history, science and mathematics. Inspectors met with subject leaders, visited lessons, spoke to teachers and spoke to pupils about their learning. Inspectors also looked at pupils' work and listened to pupils read.

- Inspectors also looked at other subjects, such as art, physical education and geography.
- During the inspection, inspectors reviewed a range of documentation including documentation relating to safeguarding.

### **Inspection team**

Amanda Stringer, lead inspector	Her Majesty's Inspector
Lisa Morgan	Ofsted Inspector
Michelle Beard	Ofsted Inspector
Tina Cleugh	Ofsted Inspector

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