

School report

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Inspection of Holden Clough Community Primary School

St Albans Avenue, Ashton-under-Lyne, Lancashire, OL6 8XN

Inspection dates: 8–9 November 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Pupils enjoy coming to this welcoming and caring school. Leaders and staff are ambitious for the achievement of all pupils including those with special education needs and/or disabilities (SEND). As a result, pupils achieve well in the majority of subjects.

Pupils benefit from the strong sense of community at the school. They have a good and respectful understanding of different faiths. Pupils understand fairness and they know that everyone is equal, regardless of any differences. Pupils flourish in leadership roles such as the Sports Crew and the Pupil Leadership Team.

Pupils feel safe. They said that their friends, and the staff, look after them well. Leaders support pupils' social, emotional and mental health needs effectively. Pupils' learning is successfully enhanced by leaders and staff through a range of trips and after-school clubs.

Classrooms are calm. This allows pupils to do their best in lessons. Teachers have high expectations for behaviour. Pupils behave very well. Teachers act quickly and successfully to resolve the few instances of bullying.

Leaders have ensured that classrooms and corridors promote reading with well displayed books and reading materials. As a consequence, pupils talk enthusiastically about books and reading and are developing effective reading habits and skills.

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

Leaders have developed an ambitious curriculum for pupils including disadvantaged pupils and those with SEND. The curriculum in the early years provides the foundations for children's future learning. Leaders have made sure that teachers know what pupils need to learn and understand in the majority of subjects.

However, a small number of subjects are at an earlier stage of development. The subject specific knowledge and understanding has not been clearly thought through. This means that it is less clear what pupils should know in these subjects. This sometimes prevents teachers from revisiting earlier learning to ensure that pupils' previous knowledge is secure. As a result, pupils do not remember the important knowledge that they need to be successful in future learning.

The teaching of phonics begins when children start in the early years. Teachers develop children's early reading through nursery rhymes and songs, which provide a repetition of sounds and words. Leaders make sure that pupils learn phonics in a well-ordered manner. Teachers check pupils' recall of the sounds they have been taught previously before introducing new sounds and letters. Where pupils' recall is not secure, effective additional support is given to make sure that they can keep up

with their classmates. By the end of key stage 1, most pupils can read fluently and confidently.

In key stage 2, leaders have introduced a well-structured reading curriculum to ensure that pupils develop their comprehension skills. Older pupils read fluently. They talk with enthusiasm about the books they have read.

Teachers' subject knowledge is often used well to promote learning. Teachers usually check how well pupils learn. These checks are particularly effective in English and mathematics for example, where teachers address any gaps in pupils' knowledge and learning well. Teaching Assistants effectively support pupils' learning.

Leaders have effective systems to identify the specific needs of pupils with SEND. Staff are well trained in the support that they give these pupils. Together, staff and other professionals ensure that pupils with SEND can enjoy the same learning and make similar progress to other pupils.

Pupils behave very well. They listen well in class and concentrate on their learning. Pupils are keen to do their best. All this supports their learning. Children in the early years quickly adopt the clear routines to help them work and play safely and purposefully. This helps them to learn and play together well.

Pupils enjoy the many opportunities available to them, including swimming and a wide range of after-school clubs. They enjoy the variety of activities available at lunchtimes. Pupils are taught to keep themselves safe and healthy.

Staff talked positively about the strong teamwork and supportive relationships that exist in the school. They know that leaders are considerate of their workload. They appreciate leaders' understanding of their work life balance. Staff said that they are proud to work at the school.

Governors know the school well. They work productively with leaders to understand how effectively well the curriculum is helping pupils to know more and remember more.

Parents and carers speak positively about the support provided to their children and families. They know that their concerns will be listened to and value the school's response.

Safeguarding

The arrangements for safeguarding are effective.

Appropriate training ensures that leaders and staff have an effective knowledge and understanding of their role in keeping pupils safe. Leaders have implemented clear procedures for the identification of families and pupils at risk. Leaders and staff

identify pupils at risk swiftly and promptly. Leaders' effective liaison with other agencies ensures that pupils and families are well supported.

Leaders have developed the curriculum to teach pupils about personal safety, including online safety and road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The most important knowledge that pupils and children are expected to learn has not been sufficiently established in a small number of subjects. This stops teachers from identifying pupils' earlier learning so that they can embed and deepen pupils' knowledge before they tackle new concepts. Leaders should improve the curriculum in these subjects from the early years to Year 6 so that pupils' learning can be deepened.

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 information from Ofsted Parent View 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.

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

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| Unique reference number | 106216 |
| Local authority | Tameside |
| Inspection number | 10241187 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 375 |
| Appropriate authority | The governing body |
| Chair of governing body | Stephen Longley |
| Headteacher | Faik Kordemir |
| Website | www.holdenclough.tameside.sch.uk |
| Date of previous inspection | 5 – 6 December 2018, under section 5 of the Education Act 2005 |

Information about this school

- Leaders do not make use of any alternative providers for pupils.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, the deputy headteacher and with other leaders and members of staff. They also spoke with members of the governing body. Inspectors also spoke with a representative of the local authority and the school's improvement partner.
- Inspectors looked at a range of documents and spoke with leaders about the school's arrangements to safeguard pupils.

- Inspectors carried out deep dives in early reading, mathematics, science and physical education. For each deep dive they discussed the curriculum with subject leaders visited a sample of lessons, looked at samples of pupils' work, spoke with teachers and spoke with some pupils about their learning. Inspectors also observed some pupils reading to staff.
- Inspectors observed pupils' behaviour in class and as they moved around school. They also observed pupils in the dining hall and playing outside at lunchtime.
- Inspectors spoke with leaders and teachers about the opportunities they provide to promote pupils' personal development.
- Inspectors spoke with two groups of pupils about their experiences at school.
- Inspectors looked at the responses to Ofsted Parent View, including the free-text responses. They also met with parents before school to find out their views of the school.
- Inspectors also considered the responses to Ofsted's online survey for pupils. There were no responses to Ofsted's online survey for staff.

Inspection team

| | |
|--------------------------------|------------------|
| Ian Shackleton, lead inspector | Ofsted Inspector |
| Kevan Naughton | Ofsted Inspector |
| Sue Dymond | Ofsted Inspector |

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