

Inspection of a good school: Hodge Clough Primary School

Conduit Street, Moorside, Oldham, Greater Manchester OL1 4JX

Inspection dates:

8–9 October 2019

Outcome

Hodge Clough Primary School continues to be a good school.

What is it like to attend this school?

Pupils, staff and governors are proud of this happy and harmonious school. All are welcomed and encouraged to succeed.

Leaders make sure that learning is fun. Pupils love the many trips that they have. These include residential trips in Year 6 and visiting a mosque in Year 5. They really enjoy their cooking lessons, such as making bread. There are clubs for all interests, including computing and bingo.

Teachers help pupils to achieve well. When work is difficult, staff spend time helping pupils to catch up. This includes pupils with special educational needs and/or disabilities (SEND).

Keeping fit and healthy is a very important part of school life. Pupils enjoy taking part in a wide range of sports, including football, golf and triathlon. As one pupil said, 'There is something for everyone.'

Older pupils are excellent role models, taking on many leadership roles. They help younger pupils at lunchtime. Sports leaders help to organise events. The school council recently interviewed job applicants.

Pupils are extremely well behaved. They earn 'always' badges for their good behaviour, including always being respectful. Bullying is rare. When it does happen, staff deal with it quickly.

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

Leaders have put in place an interesting and well-balanced curriculum. They ensure that pupils' learning in different subjects builds on what pupils already know. For example, in mathematics, pupils get lots of practice in reasoning and problem-solving activities. Teachers give pupils time to learn basic number facts, including times tables. Pupils are

accurate in their written calculations. They enjoy mathematics and achieve well compared with pupils in other schools.

Across different subjects, teachers make very regular checks on how well pupils are learning. This includes for pupils with SEND. Staff use this information to plan additional support for pupils who need to catch up.

In geography, leaders have introduced new plans. These are designed to improve what pupils know and what they can remember about this subject. Year 4 pupils told me about longitude and latitude. In class, they enjoyed using maps to locate different areas of the world. Leaders have started to check that the new plans help all pupils to deepen their geographical understanding, but this is very recent.

Pupils know the importance of reading. Library areas across the school are well resourced with books that pupils enjoy. In all classes, teachers read regularly with pupils. Pupils in Year 6 told me how much they enjoy reading. They value the quiet reading time that they have each day. Pupils leave the school as confident readers and they read with good understanding.

The Nursery and Reception classes are bright, welcoming and well resourced. Staff make sure that learning is active and fun. They use lots of songs, stories and games to help children increase their vocabulary. During my visit, children were very engaged in their learning. They play cooperatively and with concentration. Children enjoy finding out about number and counting in lots of different ways. Reading areas in the indoor and outdoor classrooms are cosy and inviting. Phonics lessons start as soon as children begin school. Staff provide extra support for children who fall behind in their learning.

Leaders have taken steps to improve how staff teach phonics in early years and key stage 1. Last year, the proportion of pupils who reached the expected standard in the Year 1 phonics screening check was just below the national average. The teacher in charge of phonics has attended training which has developed her expertise. Leaders have bought lots of new reading books. Staff make sure that parents and carers understand the importance of reading with their children at home. During the inspection, I found that some younger pupils did not read well. Their reading books were too difficult for them to practise their early reading skills. This includes pupils with SEND.

Pupils develop a very good understanding of right and wrong. They take great pride in their own good behaviour. Visitors from the local church help pupils to be reflective. Staff teach pupils to appreciate other cultures and religions. Staff also teach pupils that all are equal. Pupils are keen to help others, for example by organising charitable events.

Staff feel very well supported by leaders. It is evident that everyone works closely as a team. All are united in wanting the very best for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training so they know how to check for signs that a pupil may be at risk of harm. Staff act swiftly when they have any concerns. The school's safeguarding team works closely with other professionals to keep pupils safe.

Staff teach pupils how to keep themselves safe online. Pupils learn about road safety, water safety and how to cycle safely. Pupils share any concerns with a trusted adult. Pupils value the class 'worry boxes', which are a useful way to let adults know about any worries pupils have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have planned an interesting and balanced curriculum. In geography, they have made recent improvements to their plans. Leaders need to ensure that the revised plans become embedded and have the intended impact. This will strengthen what pupils know and remember about geography.
- Leaders should ensure that less able pupils, including pupils with SEND, have plenty of practice to read books that are closely matched to their reading ability. This will help to develop their fluency and confidence when learning to read.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2015.

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 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

Unique reference number	136223
Local authority	Oldham
Inspection number	10087711
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	The governing body
Chair of governing body	Martin Matthews
Headteacher	Neil Cavanagh
Website	www.hodgecloughprimary.oldham.sch.uk
Date of previous inspection	20–21 May 2015

Information about this school

- The school is situated on a split site.

Information about this inspection

- I met with the headteacher and other senior leaders.
- Geography, mathematics and reading were considered as part of this inspection. Inspection activities included discussions with leaders, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils about their learning. In reading, I also observed a member of staff listening to pupils read.
- I held meetings with five governors, including the chair of the governing body.
- I met with the coordinator of the provision for pupils with SEND.
- I checked the school's safeguarding policies and procedures and the school's single central record. I met with leaders, staff and pupils to check how effective safeguarding is in school.
- I met with parents at the school gate to seek their views. I also considered 86 responses to Parent View, Ofsted's online questionnaire for parents, including free-text responses.

- I considered 15 responses to Ofsted’s survey for staff and 48 responses to Ofsted’s survey for pupils.
- During the inspection, I met with groups of pupils from key stage 2, including pupils with SEND, and observed lunchtime arrangements.
- I examined a range of documents. These included the school’s development plans and self-evaluation documents, minutes of governing body meetings and safeguarding documentation.

Inspection team

Elizabeth Stevens, lead inspector

Her Majesty’s Inspector

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Piccadilly Gate
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