

Inspection of a school judged good for overall effectiveness before September 2024: The Hollins

Hollins Lane, Accrington, Lancashire BB5 2QY

Inspection dates:

8 and 9 October 2024

Outcome

The Hollins has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Samantha Haydock. This school is part of LET Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Campbell and overseen by a board of trustees, chaired by Jennifer Woodward.

What is it like to attend this school?

Pupils are polite, kind and considerate. They make a positive contribution to the calm and respectful atmosphere that exists at the school. Pupils respond well to the high expectations that the school has of their conduct and achievement. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Pupils are happy.

Pupils enjoy an impressive range of activities that make a strong contribution to the development of their talents and interests. For example, they take part in musical productions as well as sports, art and music clubs.

The school ensures that pupils access trips and experiences that deepen their understanding of the subjects that they study. These include cultural visits to the theatre and places of worship. Pupils value the opportunities that they have to support members of the local community. For example, they organise a tea party for the elderly and provide support to people that are homeless.

Pupils make a significant contribution to the life of the school through the many leadership roles that are available to them. For example, they act as sports leaders and school councillors. The school's pupil parliament has taken steps to improve the outdoor space to support pupils' mental health.

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

Trustees, governors and the school have created a culture where everyone is valued and included. They diligently use the information that they have about the school to assure themselves about the quality of education that pupils receive. Leaders at all levels make decisions that are in the best interests of pupils. Trustees carry out their statutory duties effectively.

The school ensures that all pupils follow a broad and balanced curriculum. It responds skilfully to the individual needs of the pupils that join the school. For example, a small number of pupils benefit from an alternative curriculum that helps to improve their basic skills. As a result, these pupils are able to tackle the demands of the ambitious curriculum that the school has designed. Most pupils are well prepared for each stage of their education.

At the time of this inspection, the school's entry level for the English Baccalaureate is below the government's ambition. However, the school has taken effective action to increase the number of pupils that study this suite of subjects.

Staff make regular checks on what pupils know and remember. Most staff use this information well to address the gaps and misconceptions that pupils may have about their learning. At times, some pupils do not receive the help that they need to address these misunderstandings. This means that these pupils move on to new learning before they are ready.

Most staff use their strong subject knowledge to design activities that help pupils to learn the curriculum well. Staff appreciate the time that the school gives them to work together to develop the delivery of the subjects that they teach. This supports their workload. On occasion, staff do not prioritise the key vocabulary that pupils should use. When this happens, some pupils do not have the tools that they need to communicate with accuracy about the subjects that they study. As a result, these pupils do not achieve as well as they should.

The school accurately identifies the additional needs of pupils with SEND. Staff provide these pupils with experiences that enable them to learn successfully alongside their peers.

Staff work with precision to help pupils to become confident and fluent readers. The school swiftly identifies pupils' reading needs as soon as they start at the school in Year 7. It ensures that pupils catch up quickly with the gaps that they may have in their phonics knowledge.

Pupils recall the themes from the books that they read. This helps them to develop their wider understanding of the world. For example, pupils learn about bereavement, healthy relationships and the many differences that exist between people.

Pupils have positive attitudes towards their learning. The school provides intelligent support to a small number of pupils that need help to manage their own behaviour. The

school has successfully addressed the barriers that have prevented some pupils from attending school regularly. As a result, the number of pupils that are persistently absent from school has reduced.

The school provides pupils with a comprehensive range of experiences that prepares them well for adulthood. Pupils know how to care for their physical and mental health. They know how to keep themselves safe in the community, including online. Pupils benefit from a well-thought-out programme of careers education. For example, they enjoy trips to universities and inspirational visits from local business leaders. As a result, pupils have high aspirations for their futures and they move on to meaningful destinations which include education, apprenticeships or employment with training.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, staff are not quick enough to identify and address the gaps and misconceptions that some pupils have in their learning. This means that these pupils move on to new learning before they are ready. The school should support staff in rectifying the gaps and misunderstandings that some pupils have in their learning so that these pupils successfully build the depth of knowledge that they should.
- On occasion, staff do not ensure that pupils have sufficient understanding of subject-specific vocabulary. When this happens, some pupils struggle to use their knowledge with confidence and security. The school should ensure that staff help pupils to learn and apply important vocabulary so that pupils achieve as well as they should.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the

last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, The Hollins, to be good for overall effectiveness in December 2017.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148922
Local authority	Lancashire
Inspection number	10348387
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	797
Appropriate authority	Board of trustees
Chair of trust	Jennifer Woodward
CEO of the trust	Steve Campbell
Headteacher	Samantha Haydock
Website	www.thehollins.com
Date of previous inspection	Not previously inspected

Information about this school

- This school is part of the LET Education Trust.
- The Hollins converted to become an academy school in March 2022. When its predecessor school, The Hollins, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- The school makes use of five registered alternative provisions for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time inspection judgement about the quality of a school's education provision.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher and other senior leaders.
- The lead inspector held a meeting with members of the trust board including the chair of trustees. He also spoke to the CEO of the trust, members of the governing body and the local authority secondary school adviser.
- Inspectors met with leaders to discuss SEND, reading, pupils' behaviour and attitudes and the provision for pupils' personal development.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. They took account of the responses from staff and pupils to Ofsted's online surveys and gathered the views of staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors spoke to staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

Sharon Asquith

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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