



INFORMATION FOR APPLICANTS

The Hollins is a mixed, 11-16, comprehensive school with a teaching staff of 53, support staff of 65 and 800 pupils on roll. It opened in 1967 as a County Secondary Modern School, later becoming a Comprehensive High School. We opened as a Technology College on 3rd September 2001 and re-designated successfully in 2005 and 2008. In 2017 we were designated as a National Teaching School and National Support School. We are currently awaiting a decision on our application to form a Multi-Academy Trust with three other schools.

The school is situated to the south of Accrington on a single site overlooking open countryside: Longridge and Hameldon Fells, Pendle Hill and Haslingden Moor. It is very well placed for the motorway network, in particular the M65 and M66. There is easy access to Blackburn, Burnley, Bury, Bolton, Manchester, Preston and the Rossendale and Ribble Valleys. We are on the edge of some of the most beautiful countryside in the North West.

The Hollins is a popular school which is regularly over-subscribed; there are 175 first choice applications for 2021, with a further 379 second and third choices, which is well above our standard number of 158.

We enjoy excellent links with a wide range of establishments; especially our partners in the East Lancashire Teaching School Alliance (ELTSA), our partner primary schools and other feeder primaries, FE colleges, the pupil referral unit, partner special school and training providers who all contribute to enhancing opportunities for the young people in Hyndburn. Pupils are attracted from many areas around the town of Accrington which provides the school with a cross-section of socio-economic status, ability, special needs, culture and race.

The proportion of students from minority ethnic backgrounds is approximately 28%, with the majority of these of Pakistani origin. There are average numbers of students in receipt of the Pupil Premium (30%). Prior attainment of our year groups is generally below average although attainment at Key Stage 4 is above average on most key measures.

The school was inspected in December 2017 and the Ofsted Report states that The Hollins is “a good school” in every aspect of its work. The report also states that parents who responded to the questionnaire are overwhelmingly pleased with how their children are encouraged to do their best and they value the caring ethos of the school. The school’s work to promote pupils’ personal development and welfare is outstanding.

Our curriculum continues to develop and provides a range of opportunities for pupils of all abilities. Recent expansion of the curriculum ensures that pupils are able to choose courses relevant to their academic and vocational interests at KS4 and we continue to seek innovative opportunities to personalise the curriculum. Our success has **not** been based on mass entering students for qualifications, but ensuring our curriculum is appropriate for the individual.

The school believes in the development of the whole pupil and pastoral care has a high priority at The Hollins. Pupils retain the same form tutor and year coordinator throughout their school life and there are many avenues of support. In addition, there are high expectations of pupil behaviour and Ofsted stated that “strong and collaborative working relationships between teachers, parents, carers and students contribute enormously to students’ good and often outstanding behaviour”. We take pride in our communication with parents and keeping them informed of their child’s progress as they move



through school. A rigorous approach to pupil tracking has been developed and plays a significant part in continuing to raise standards. Data is regularly scrutinised and intervention strategies employed for groups of students and individuals.

Students' learning is further enhanced by an increasingly wide and diverse range of extra-curricular and enrichment activities, seeking to increase attainment, enhance skills and contribute to the personal development of every individual student. Our social, moral, spiritual and cultural education was described by Ofsted as 'a real strength of the school' that 'runs through every aspect of school life'.

The ICT facilities are excellent. Teams is used as our platform for remote learning and staff communication. School Synergy is used for our behaviour and rewards systems, and as our parental contact vehicle. We have a desktop PC in every room so staff can log in and access all facilities wherever they are. Staff also have a laptop to enable them to work from home and can access the school systems via remote desktop. All rooms have a projector and whiteboard, visualiser and webcam. Wi-fi is excellent throughout the school should this be required for a multiple device lesson.

We have a talented, committed staff and the excellent ethos that exists at The Hollins is exemplified in many ways, not least by the very high attendance rates of our staff. The Hollins is increasingly regarded as a school where teachers progress their professional development and we have an excellent track record of staff leaving to promoted posts at all levels. We are the lead school in the Pennine Lancashire SCITT (School Centered Initial Teacher Training), recruiting, selecting, interviewing and delivering initial teacher training throughout East Lancashire. We provide a high quality experience through a number of routes including School Direct, SCITT and PGCE. Support staff make up over 50% of the school staff; they are crucial to our development and success, and they are offered every opportunity to develop professionally. The business manager is an integral part of our senior leadership team.

High quality teaching and learning are the cornerstones of our success. Quality is assured through a clearly planned programme of typicality including learning walks, pupil voice and work scrutinies alongside a comprehensive CPD programme which is very well received. CPD is also provided through ELTSA for both subject and leadership aspects and we deliver NPQSL and NPQML.

The current SLT comprises the headteacher, head of school, deputy headteacher, four assistant headteachers and school business manager. Whilst everyone has a clearly defined job description in reality there is considerable overlap with a real team approach to school improvement. Strong middle leadership and departmental teams have successfully driven the school forward and provide strong capacity for further improvement.

Current issues such as school funding provide challenges for all schools, but we view the future with confidence; a school with a talented staff, committed to providing the very best for all our students. There are exciting times ahead and the successful candidate will find the school supportive and eager to embrace new ideas and opportunities.

Steve Campbell NLE
Headteacher
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