

# Hollydale Primary School

Hollydale Road, London SE15 2AR

## Inspection dates

13–14 January 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching is inconsistent, particularly in mathematics. It does not enable pupils to make sufficient progress in all classes.
- Teachers are not entirely secure with new assessment systems and their judgements are not yet fully accurate.
- Some teachers do not always identify quickly enough how to move pupils forward once they are ready to move to more challenging work.
- Teachers do not always use questioning well enough in order that pupils can deepen their understanding of new ideas and explain their reasoning.
- Pupils do not always understand that they can learn by their mistakes.
- The new system for monitoring pupil progress is not yet giving the information leaders need to help them judge the performance of teachers and of the school.
- In some classes, pupils do not have enough opportunity to apply their knowledge and skills in mathematics in order to deepen their understanding of number.
- Attendance has fallen from above average to below average over the last year because of the low attendance of pupils from a small number of families.

### The school has the following strengths

- The headteacher's strong leadership has led to improvements in several areas of the school since the school's last inspection. The pupils' writing has improved and the early years is now good.
- The reorganised governing body is rigorous in the way it carries out its duties. Governors are well trained and have a very clear picture of what is needed for the school to improve further.
- Pupils make good progress in their understanding of the sounds made by letters.
- Pupils' behaviour, personal development and well-being have improved and are now good. Pupils feel safe in school because of the careful attention paid to safeguarding their welfare.

## Full report

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

- Improve the quality of teaching, and the rate of pupils' progress, by ensuring that teachers:
  - provide regular opportunities for pupils to apply their mathematical skills in order to deepen their understanding of number
  - question pupils more deeply so that they explain the reasons for their answers
  - spot quickly when pupils are ready to move on, and provide work that challenges them
  - encourage pupils to explore ideas further, investigate problems and become confident to learn by their mistakes.
- Make more effective use of new assessment systems by:
  - training teachers so they can become more accurate in their judgements about the pupils' attainment
  - ensuring they provide pertinent and accurate information about the performance of pupils, teachers and the school.
- Take action to reduce absence by working closely with families to ensure they understand the importance of regular attendance.

## Inspection judgements

### Effectiveness of leadership and management **is good**

- High expectations and a continuing drive for better teaching underpin improvements in the school over the last two years. Recent appointments have given added strength and direction to school leadership.
- The school now has more effective teachers than at the last inspection. Leaders can show through increased pupil progress last year that their actions have been able to improve teaching. Teaching is not consistently good yet because the large turnover of staff has stalled the impetus of this action.
- Staff are unanimously behind the drive from school leaders to improve their teaching. They value the support and training they receive as they see it helping their professional development. Where teachers are new to the school and not yet fully effective their teaching is improving.
- The close partnership with the local authority and support from a local primary school has been instrumental in helping to strengthen leadership and the quality of teaching.
- New systems to assess pupils' learning and track their progress were introduced at the start of the academic year. Not all teachers are entirely accurate in their judgements. Nonetheless, they continually receive support to become secure. In addition, the information the system provides is not yet a suitable tool by which leaders can evaluate the performance of individual teachers or the school as a whole.
- Leaders place a strong focus on the welfare of all pupils. One example of this, among many, is the very well-attended breakfast club which is free to all through a partnership with a national food chain.
- The broad and balanced curriculum supports the pupils' academic and personal development well. Its design enables pupils to gain first-hand experiences so they can grasp concepts more quickly. Music is a strong feature, with many pupils taking the opportunity to learn to play an instrument.
- Sports funding is used effectively. It enables teachers to develop their expertise and provides pupils with skilled, specialist teaching. The range of clubs and competitive teams has increased directly as a result of this funding.
- There are many planned opportunities for pupils to learn about British values, democracy and the rule of law. The pupils' spiritual, moral, social and cultural development is also promoted well. The school's core values are reiterated and discussed through assemblies. Powerful writing by the pupils shows their ability to understand and empathise with characters such as Mary Seacole.
- The additional funding received by the school to support disadvantaged pupils has been spent effectively in recent years. It has been used well to close any gaps between the outcomes of disadvantaged pupils and others, both in school and nationally.
- **The governance of the school**
  - Governors responded quickly to the recommendations of the review of their performance following the last inspection. The restructuring of their organisation has enabled them to develop their expertise and to hold school leaders more closely to account for the school's performance.
  - Governors' visits to the school enable them to focus sharply on the progress of priorities in the school action plan. These visits and the information they receive on pupil progress enable them to have a very realistic picture of the quality of teaching.
- The arrangements for safeguarding are effective. Staff are well trained, know the pupils well and are very vigilant. This enables them to spot any changes in behaviour that might suggest pupils are vulnerable to risks such as radicalisation or female genital mutilation. The school tracks leavers carefully to their next schools so that none go missing.

### Quality of teaching, learning and assessment **requires improvement**

- The quality of teaching varies across the school. It is not leading to pupils making consistently good progress, particularly in mathematics.
- At its most effective, teaching identifies where pupils have misconceptions, or have fallen behind in their learning, so their needs can be addressed swiftly. At other times, teaching does not spot what pupils can already do and that they are ready to move on. This slows the rate at which they could be learning.
- Teachers use questions to keep pupils focused and to check their understanding. While several teachers make pupils think more deeply about their learning, other teachers give pupils limited opportunities to explain the reasoning behind their answers. This means that pupils are not always challenged sufficiently

and do not develop the capacity to learn by their mistakes and become enquiring learners.

- In mathematics pupils have limited opportunities to explore topics in greater depth and to apply what has been learned in different contexts.
- Feedback including through marking is generally in line with school policy. Teachers give time for pupils to review what they have learned so they can correct mistakes or develop their written work further.
- The teaching of writing has improved considerably, having been a focus of action following the last inspection. Pupils' writing is stimulated by the interesting texts they study. They have the opportunity to plan and adapt each piece before writing the polished version, including when writing in subjects other than English. They use classroom displays to spot good ideas and so support their learning.
- Teachers manage behaviour well, so classrooms are calm and orderly. Learning flows smoothly and is rarely disturbed by inappropriate behaviour.

## **Personal development, behaviour and welfare** **is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take great pride in their achievements and in their school. They say how much it has improved over the last two years. They put this down to the work of the headteacher who, as one pupil said, 'is the glue that holds our school together'.
- Pupils say bullying is rare, which is confirmed by school records. They are quite aware of the different forms it may take and how to deal with it. This includes acting out scenarios to understand how even the actions of bystanders can have an impact.
- Pupils say they feel safe in school. They learn how to stay safe, to look after themselves and to spot risky situations. Visits from the fire service and the police help them understand dangers they might face and how to stay safe on the roads. Regular internet safety training keeps this a high profile.
- Pupils take responsibilities well and show respect for the views of others, their cultures and religions. Visits to the Houses of Parliament, a talk by the local mayor and elections to the school council all give pupils an insight into how democracy works in British society.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils conduct themselves well in lessons, around the school and at play. Pupils take pride in their work and are keen to learn. They welcome pupils new to the school by befriending them and helping them to settle into routines.
- Pupils respond well to their teachers' praise by working hard and concentrating on what they are doing. They say teachers are fair in their use of rewards and they are keen to 'stay on green' each day.
- Pupils respond well to the school's raised expectations for the presentation of their work and try to make sure they write in a neat joined style. Pupils share ideas and support each other's learning well, such as during role play activities. Their handwriting is now very neat and in a joined style.
- The decline in attendance is largely due to several families facing challenging housing circumstances. An increased number face long journeys if they are not able to get their children into a school near to where they have been moved.

## **Outcomes for pupils** **require improvement**

- Pupils' progress had declined in mathematics and writing since the last inspection and was lower than seen nationally in 2015. Below-average proportions of Year 6 pupils exceeded expected progress in both subjects. As a result, the proportion of pupils reaching higher levels was below average.
- Pupils' work shows this decline has been reversed in writing. Pupils now make good progress. They write creatively in a variety of styles and across a wide range of subjects. They also use the skills they learn in grammar, spelling and punctuation to ensure their writing is both interesting and accurate.
- Progress in reading is good. Pupils develop basic reading skills well through effective teaching. They make good progress in developing an understanding of the sounds made by letters. They automatically apply these skills to make sense of unfamiliar words so their reading becomes increasingly fluent.
- Pupil progress in mathematics is slower than in reading or writing. This is because they do not apply their

secure skills, including the mental recall of number facts, to solving problems or undertaking other activities that deepen their mathematics understanding.

- Gaps between the attainment of disadvantaged pupils and others in the school and nationally have varied over the last three years but closed considerably and were narrow in reading, writing and mathematics in 2015. School assessment information for pupils currently in the school suggests that in the majority of year groups attainment gaps are narrow.
- The progress of disabled pupils and those with special educational needs is similar to others in the school. By reviewing individual learning difficulties and greatly reducing the number of pupils identified, teachers are now able to give more focused attention to those who are in most need of support.
- Pupils speaking English as an additional language make similar progress to others in their school. Their language needs are met well so they are quickly able to access learning. There are no patterns to any variations in outcomes for pupils from different minority ethnic groups.

## **Early years provision**

**is good**

- Strong and effective leadership based on an accurate view of the setting's qualities has secured considerable improvements in the early years since the last inspection. Improvements in teaching have been sustained so teaching is now good and the children's attainment has risen in all areas of learning.
- Children make good progress from their starting points in all areas of their learning. The emphasis placed by all staff on developing the children's communication skills enables those new to speaking English to gain quickly in fluency and confidence. The children's improved skills in literacy and mathematics give them a secure foundation for learning at Key Stage 1.
- The children's safety and welfare are of the highest priority for all adults in the early years. As a result, children feel safe and develop trusting and constructive relationships with adults who teach them.
- Children are motivated, interested, behave well and listen to adults and each other. They behave sensibly at all times and handle resources with care. Children concentrate for long periods on tasks they plan themselves. They work well with others by talking about their learning and sharing resources.
- Adults use their assessment well to identify gaps in each child's learning and to plan activities both inside and out to move their learning forward. They carefully balance sessions where skills are directly taught, such as phonics or developing an understanding of number, with activities for the children to explore and plan themselves. The 'space rocket' in one class proved to be a great source of stimulation and enjoyment for the children.

## School details

<b>Unique reference number</b>	100794
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10001968

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Toni-Marie Spong
<b>Headteacher</b>	Reema Reid
<b>Telephone number</b>	020 7639 2562
<b>Website</b>	<a href="http://www.hollydale.southwark.sch.uk">www.hollydale.southwark.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@hollydaleprimary.co.uk">admin@hollydaleprimary.co.uk</a>
<b>Date of previous inspection</b>	8 October 2013

## Information about this school

- This school is average in size, compared with other primary schools.
- Most pupils are from a wide range of minority ethnic backgrounds. This figure is well above average.
- A quarter of pupils speak English as an additional language. This figure is above average.
- The proportion of pupils supported by funding through the pupil premium is high. The pupil premium is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is well above average but falling.
- Children in the early years provision attend the two Reception classes full-time.
- The school has experienced many staff changes over the last two years, including at leadership level. The deputy headteacher was appointed from September 2015. Membership of the governing body has also changed considerably.
- The school had been receiving support from John Donne Primary School until December 2015.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors observed pupils' learning in 19 lessons. Senior leaders accompanied inspectors to nine of these. They looked at work in pupils' books from the current academic year.
- Meetings were held with groups of pupils, school staff, with the Chair of the Governing Body and six other governors. A meeting was also held with a representative from the local authority.
- Inspectors took account of the 36 responses to Ofsted's online Parent View questionnaire and written contributions from two parents. They also met informally with parents at the end of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 16 responses to the staff questionnaire.

## Inspection team

Martin Beale, lead inspector	Ofsted Inspector
Julie Davey	Ofsted Inspector
David Milligan	Ofsted Inspector

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