

# Hollydale Primary School

Hollydale Road, Nunhead, London SE15 2AR

## Inspection dates

6–7 February 2018

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and governors have high expectations. Staff share leaders' ambitions and support them well. As a result, the overall effectiveness of the school is good.
- Despite many challenges, leaders and governors are committed to ensuring continued improvement for pupils and the community the school serves.
- Leaders have a good understanding of the school's strengths and areas for development.
- Middle leaders are developing their roles and responsibilities. Recently introduced action plans, systems and processes now need to be embedded.
- Teaching has improved since the previous inspection and is now good. In reading and writing, teachers use their subject knowledge and resources well to make tasks interesting.
- Systems for checking teachers' performance are good. Effective use of professional development and good support for staff have resulted in improvements in teaching.
- Parents and carers are very positive about the school. They appreciate the care and support their children receive.
- Pupils behave well in class and across the school. They have positive relationships with adults and pupils alike. Pupils feel safe and safeguarding systems are effective.
- Children in the early years get off to an excellent start. Highly skilled staff and a rich environment enable the majority of children to make rapid progress.
- The school's system for tracking and improving attendance has led to rapid improvements. However, attendance remains below national averages. Similarly, persistence absences have reduced but remain too high. Exclusions are rare.
- Although teachers know the pupils well, the work they set does not consistently challenge them to make the progress of which they are capable. This is particularly the case for the most able pupils.
- Teachers do not assess pupils' work with sufficient accuracy to enable them to identify underachievement of individuals and groups, particularly that of disadvantaged and most-able pupils in mathematics.
- The school's work to improve mathematics is not sharply focused.

## Full report

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

- Improve the quality of teaching, learning and assessment in mathematics by ensuring that:
  - there is a focus on mathematical skills in key stage 1 to provide pupils with a sound basis for further work
  - teaching provides consistent feedback so that pupils know what they need to do to improve their work
  - teachers' questioning promotes deeper learning and encourages pupils to think more independently.
- Improve the quality and use of assessment so that it is consistently good by ensuring that:
  - teachers use ongoing assessment information to plan activities that meet pupils' needs, including the most able pupils
  - leaders at all levels use assessment information incisively to highlight emerging areas for development
  - leaders track the performance of groups to ensure that they make sustained progress.
- Improve the attendance of groups of pupils to match national averages by:
  - clarifying procedures for attendance, punctuality and lateness
  - continuing to monitor and evaluate patterns of absence.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and governors are ambitious for the pupils and staff. In spite of the many challenges associated with staff turbulence in recent years, leaders are determined to continue recent improvements. Staffing is now more stable and the new leadership team is increasingly effective.
- Leaders strongly promote the school's vision. Positive relationships with adults support the progress of all pupils. The school's motto of 'Respect, Responsibility and Relationships' underpins all aspects of life and links well with the drive to promote British values.
- The school's leadership demonstrates the capacity for sustained improvement. Staff feel supported to improve their practice and they receive good-quality professional development opportunities. These have contributed to improvement in the teaching of writing, for example. The school has developed the use of assessment information with the introduction of a tracking system, although this remains at an early stage of development.
- Middle leaders are developing their roles and responsibilities. Their work is now more systematic, based on recently introduced action plans and procedures. These now need to be embedded in daily practice.
- Provision for pupils' spiritual, moral, social and cultural development is strong. Pupils' knowledge and understanding prepare them for life in modern Britain. They care for others, for example by raising funds for national charities.
- Leaders use pupil premium funding well to improve the progress that disadvantaged pupils make in reading and writing. However, this has not yet had the same benefit in mathematics, where progress is slow, especially for the most able disadvantaged pupils.
- Funding to support pupils who have special educational needs (SEN) and/or disabilities is used effectively to provide help and intervention. As a result, the needs of these pupils are met and they do well across a range of subjects. The progress of pupils who have SEN and/or disabilities is well tracked.
- The use of the sports premium is having a positive impact on the well-being of pupils. Initiatives include training for staff and the provision of after-school activities, which are well attended.
- Over time, leaders and managers have worked hard to reduce absence rates, and these continue to improve. However, some groups of pupils continue to miss too much school.
- Pupils are safe in school. They know how to keep themselves safe online. Leaders act swiftly to escalate any concerns that they may have about any pupil's welfare.
- Leaders have not been as sharp in analysing weaknesses in provision in mathematics as they have been in reading and writing. As a result, actions to improve progress in mathematics have not yet been effective.

## **Governance of the school**

- Governors are clear about what the school does well and what remains to be done to bring about further improvement. They use their expertise to provide challenge and support to school leaders.
- Newly appointed governors have been provided with suitable training to support their induction.
- Governors know the school well. They visit the school to gather evidence by working with the subject leaders with whom they are linked.
- Governors ensure that performance management is effective and that objectives are linked to the school's priorities. They set high standards for the headteacher through her performance management objectives.
- Governors ensure that additional funds are used appropriately so that staff provide the best possible support for pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- A member of the governing body oversees all safeguarding procedures and checks that they are robust. The school's record of staff and visitor checks is kept in appropriate order.
- Staff training is up to date. Staff receive relevant training to ensure that they can recognise the signs that children may be at risk of harm. There is a culture of promoting pupils' well-being and safety in the school.
- Staff take their safeguarding responsibilities seriously and look out for signs that support is needed. They are aware of the school's whistle-blowing and complaints policies.
- Leaders engage well with parents to promote pupils' safety. Parents confirm that their children are safe at the school.
- Pupils say that they are safe in school. They say that adults support them when they have concerns. Case studies and records show that vulnerable children and their families are well supported.

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

**Good**

- Improved teaching in key stages 1 and 2 has had a positive impact on pupils' progress. Pupils' reading and writing skills have improved in key stage 1 as a result of the effective teaching of phonics. Pupils' grammar and writing books in key stage 2 show progress as a result of systematic teaching of grammar, writing for meaning and extended story-writing. It is evident that pupils of all ages enjoy reading, reflecting the high priority given by the school to the teaching of reading.
- Teachers' effective questioning develops and consolidates most pupils' learning across the curriculum, deepening their knowledge and understanding. Pupils respond

positively.

- Teachers build supportive relationships with pupils. Teachers use creative resources and activities that interest and motivate pupils. They manage their classes well. Stimulating displays reinforce and support pupils' learning. Pupils show positive attitudes to learning. For example, they were observed using the displays on the 'working wall' to help them with their work, such as increasing their range of adjectives or checking the spelling of difficult words.
- Teachers' high expectations of standards of presentation in books are evident in most classes, but this is not yet consistent.
- Teaching assistants are well deployed. They work closely with teachers and engage well with the pupils they work with, especially pupils who have SEN and/or disabilities. The teaching of writing has been particularly effective in improving the progress of this group of pupils.
- Mathematics teaching is inconsistent. Where teachers' subject knowledge and use of assessment are effective, pupils make progress, particularly in Year 6. However, mathematics teaching sometimes lacks confidence in the use and development of key skills. Pupils' misconceptions are not addressed, feedback is insufficiently precise and opportunities to deepen pupils' knowledge and understanding are missed. Where expectations are low and work is too easy, sometimes pupils lose interest in their work.
- The assessment of pupils' progress and the use of assessment information vary considerably across the school. Where it is effectively used, work is matched to pupils' ability and progress is evident. Where the use of assessment information is ineffective, work is not set to match pupils' abilities and expectations are low.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils who spoke with the inspectors said that they feel safe and that bullying is rare. They also say that, when bullying happens, adults deal with it urgently and prevent it from recurring. They are aware of types of bullying, including cyber bullying and name-calling. They say that the school provides workshops to support them across a range of topics.
- Pupils are proud of their school values. They were able to articulate how these have made them more responsible for their actions. They say that the school takes account of their views. For example, leaders have implemented suggestions to improve the playground.
- Staff support pupils to develop their self-confidence. Pupils are able to articulate any concerns to known adults. Their responses to the Ofsted survey show that most pupils are confident about sharing their views.
- Parents reported that the school has enabled their children to flourish. Parents who responded to the survey say that their children are safe at the school.

## Behaviour

- The behaviour of pupils is good.
- Pupils are proud of their school. They are polite and caring towards one another. They conduct themselves well around the school and are polite and welcoming.
- Pupils feel that the school is safe and friendly. They say that the school is now free of bullying, but they acknowledge that this has not always been the case.
- Pupils show positive attitudes to their work. They focus on their learning in lessons and cooperate well with each other. They are enthusiastic about learning and are keen to succeed.
- Overall attendance is improving as a consequence of the actions taken by the school. Leaders have brought about this improvement by appointing a family support worker. Good attendance is celebrated weekly and pupils receive certificates.
- Even so, attendance is still below the national averages. Persistent absenteeism is high, but reducing. The school's investment in a family support worker has resulted in improved partnership between families and school. This has contributed to the declining trend in absenteeism.

## Outcomes for pupils

**Good**

- Pupils' progress has improved since the previous inspection. The school's assessment information and inspection evidence show that all groups currently at the school are making good progress, especially in reading and writing.
- In 2017, Year 6 pupils' attainment in writing was average. However, a higher proportion of pupils than found nationally achieved the greater-depth standard. Their progress and attainment in reading were broadly average. In mathematics, progress and attainment were a little below average.
- Although a below-average proportion of Year 1 pupils attained the expected standard in the national phonics screening check, current pupils are making good progress. This is tracked carefully and the information is used to adapt teaching where necessary.
- Current pupils use the good reading strategies they have learned to help them tackle unfamiliar words. They use their prior knowledge to help them explain the meaning of what they have read. A younger pupil, typical of others, said, 'I like reading because it is fun and I learn new things.'
- Pupils are well supported to improve their writing skills and, as a result, pupils write widely in subjects across the curriculum. Improvement in writing is especially evident for pupils who have SEN and/or disabilities.
- In mathematics in key stage 1, an over-reliance on worksheets means that pupils have limited opportunity to practise number formation, draw shapes and build number concepts independently. Stronger progress is seen by Year 6, where pupils demonstrate secure knowledge and understanding. They can explain different methods of working out problems and they learn from their mistakes.
- The large majority of Year 6 pupils in 2017 were disadvantaged and there was little

difference between their progress and attainment and those of their peers. Disadvantaged pupils currently at the school are making improved progress as a result of the actions taken by the school.

- In 2017, the most able pupils made strong progress in writing, but not in reading and mathematics. Currently, the most able pupils, including disadvantaged most-able pupils, make varied and inconsistent progress. They are not sufficiently challenged to work at greater depth, particularly in mathematics.

## Early years provision

**Good**

- Children of all abilities make good progress from their various starting points. Children's skills on entry vary significantly from year to year, as does the proportion attaining a good level of development by the end of Reception. Nevertheless, by the end of the Reception Year, most pupils are well prepared for Year 1.
- Teaching in the early years is good. The wide range of activities motivate children. Their attitudes to learning are excellent. For example, children were observed settling quickly into the Reception class before proceeding to practise their key words in spelling.
- Additional adults provide good support, particularly with children who are less confident. They model activities and give lots of reassurance so that children understand and are involved in their learning. Children who have SEN and/or disabilities are well supported and make very good progress.
- Adults check regularly on how well all children are doing, making careful observations and using the outcomes of these to shape children's learning. Adults are skilled at talking to children to assess their learning, recognising which children need work that is harder or when they need extra help to catch up.
- Leadership and management are good, showing determination and commitment.
- Staff work well with parents, who are pleased with the way children settle into school life. Staff communicate well with parents, who appreciate the amount of time dedicated to informing them about the well-being of their children and the progress they are making.

## School details

Unique reference number	100794
Local authority	Southwark
Inspection number	10041960

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Caroline Folley and Matt Fryer
Headteacher	Reema Reid
Telephone number	020 7639 2562
Website	<a href="http://www.hollydale.southwark.sch.uk/">www.hollydale.southwark.sch.uk/</a>
Email address	<a href="mailto:admin@hollydaleprimary.co.uk">admin@hollydaleprimary.co.uk</a>
Date of previous inspection	13–14 January 2016

## Information about this school

- The school is average in size compared to other primary schools.
- The majority of pupils come from minority ethnic groups. This is above average.
- A quarter of the pupils do not speak English as a first language.
- The proportion of pupils eligible for the pupil premium is high.
- The proportion of pupils who have SEN and/or disabilities is above average.
- The current headteacher was appointed in September 2013.



## Information about this inspection

- The inspectors observed teaching and learning in 22 lessons, accompanied by the headteacher and deputy headteacher. They also attended an assembly.
- The inspectors carried out a scrutiny of pupils' work alongside the headteacher and the deputy headteacher.
- The inspectors held meetings with governors, a representative of the local authority and school staff, including the headteacher and subject leaders.
- The inspectors observed the school's work and looked at documentation, including the school's self-evaluation, information on pupils' attainment and progress, records of behaviour, safety, attendance and punctuality, minutes of governing body meetings and safeguarding documents.
- Discussions were held with groups of teachers, pupils, the family liaison and attendance support officers, the inclusion manager and support staff members. The inspectors listened to pupils read.
- The inspectors took account of the views of 24 parents who responded to the Ofsted online questionnaire, Parent View, and spoke with 11 parents informally at the school gates. The inspectors also considered 18 questionnaires completed by the pupils and 12 questionnaires completed by the staff.

## Inspection team

Maureen Okoye, lead inspector	Ofsted Inspector
Sarah Lack	Ofsted Inspector

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