

The Hollyfield School and Sixth Form Centre

Inspection report

Unique Reference Number	102600
Local Authority	Kingston upon Thames
Inspection number	367356
Inspection dates	11–12 May 2011
Reporting inspector	Stephen Long HMI

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

Type of school	Modern (non-selective)
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1100
Of which, number on roll in the sixth form	205
Appropriate authority	The governing body
Chair	Michael Morton
Headteacher	Stephen Chamberlain
Date of previous school inspection	27 February 2008
School address	Surbiton Hill Road Surbiton, London KT6 4TU
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Forty five lessons were observed, taught by 44 different members of staff. Discussions were held with pupils and sixth form students, staff, representatives of the local authority and governors. Inspectors observed the school's work and scrutinised documents, including development plans and evaluations, policy documents, assessment information and monitoring records. Two hundred and sixty responses were received from parents and carers to the questionnaire distributed during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of action taken to improve progress in the main school, particularly in English.
- The effectiveness of teaching in meeting students' differing needs and developing their independence as learners, especially in the sixth form.
- How well leaders and managers at all levels use measurable evidence of the impact of the school's work to improve the quality of its provision.

Information about the school

The Hollyfield School and Sixth Form Centre is a larger than average non-selective secondary school in an area where some other schools are selective. It has specialist status for technology, a Healthy Schools award and an International School award. The proportion of students who are of minority ethnic heritage and speak first languages other than English is above the national average. The proportion of students known to be entitled to free school meals is below average. Around two thirds of students are boys, which is below average, except in Year 7 where the number is more even. Fewer students than average have special educational needs and/or disabilities although the proportion with a statement of special educational needs is average.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

The Hollyfield School and Sixth Form Centre is a good school which students enjoy attending and which the majority of parents and carers believe does a good job.

Students make good progress in the main school and their attainment is above national averages by the end of Year 11. The school took effective action after a decline in GCSE results last year, notably in English, and has recovered the upward momentum in attainment built up over previous years. The monitoring of students' progress and the quality of teaching was rapidly sharpened so that students' needs are met well and underachieving students are identified and supported. There is much good, and some outstanding, teaching in the school but also some inconsistencies in ensuring that students are able to move their own learning forward and in tailoring teaching to meet their differing needs.

Good care for students ensures they feel safe, are happy to come to school and learn how to lead healthy lives. Work to support attendance is highly effective so that it is high. Most students behave well in school and take advantage of opportunities to contribute to the school as a community. The curriculum in the main school is valued by students and supports their high attendance. It is adapted well, for example with more vocational courses offered since the last inspection. Specialist status makes a good impact, with innovative use of technology, including on-line learning, across the curriculum.

School leaders, including governors, have high expectations for all students. They accurately evaluate students' achievement, using assessment information and tracking data to improve academic outcomes in subjects and for different groups of students. They have good capacity to improve the school further, as reflected in their reversal of the decline in attainment last year and a sustained acceleration over recent years in progress by students with special educational needs and/or disabilities. Students' personal and social development is a high priority for the school and it works hard to achieve this for all students. Nevertheless, evaluating the impact made by all the work done lacks the sharpness evident in the checking of academic outcomes, and makes it more difficult for staff to identify development priorities. While parents and carers are supportive of the school, a significant minority want to know more about how to support their children's learning better.

In the sixth form, students' progress, although satisfactory, is not as good as in the rest of the school. There is some effective teaching but it is broadly satisfactory and does not always help or challenge students to develop the independent learning skills required to reach their full potential. As a result, their attainment is average when they leave. Monitoring of sixth form teaching is regular but its impact is inconsistent in raising the quality of provision. Students' attendance, although being above average, is lower than in the main school and this too is not monitored as effectively as among younger students.

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What does the school need to do to improve further?

- Share the best practice in teaching so that lesson activities always meet students' varying needs closely and challenge them, especially in the sixth form, to think independently about how to move their work on.
- Sharpen the impact of leaders by:
 - analysing with greater precision the impact of support for students' personal and social development so as to identify what could be better
 - improving the monitoring of sixth form teaching and sixth formers' attendance so as to improve both.
- Enable parents and carers to have the opportunity to be more able to support their children's learning.

Outcomes for individuals and groups of pupils

2

Students' overall attainment on entry is slightly above average. Most enjoy learning and achieve well over time. In lessons, students' behaviour is usually good and most seek to take advantage of their opportunities. They follow expected routines and, in the main, can be relied on by staff to act maturely, for example to work in small groups or organise equipment. Progress is brisk in the good number of lessons where students are challenged to think for themselves and where they clearly understand the purpose of their tasks. Their social and moral development is good. Relationships between different groups are harmonious and students are usually respectful to each other. Students take full advantage of opportunities to contribute to the school and its community, for example serving on the school council and older students acting as mentors for younger ones. Their good spiritual and cultural development is evident in their enthusiasm for creative activities and their willingness to think about difficult issues, such as in a Year 9 drama lesson which explored aspects of racist behaviour. Students understand well how to stay safe and know how to deal with the rare instances of bullying, including cyber-bullying. They are confident, turning to adults for help if required. While students admit they miss having chips in the cafeteria, most appreciate the healthy options, and take-up of school meals is high. Participation in sport is also good and most students have a well-developed understanding of the value of exercise and the dangers of smoking. Students' good attainment in basic literacy and numeracy, alongside their high level of regular attendance, prepares them well for the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Typically, lessons are well planned and are effective in meeting students' differing needs. Teachers are enthusiastic, enjoy positive relationships with students and manage their behaviour well. Their good subject knowledge is used confidently to plan activities, explain ideas and demonstrate tasks. Most lessons are well structured so that learning builds logically and efficient use is made of time. Regular opportunities for discussion and questioning are used by teachers in the best lessons, to check students' progress and tackle misconceptions. In these lessons, teachers ensure students understand why they are undertaking their work and how to assess their progress so they lead their own learning. The absence of this explicit focus on assessment, alongside some overly extended teacher-talk and too little consideration for the needs of different students, characterises the small minority of lessons which are less effective. In these cases, some off-task behaviour is evident because students are not fully engaged. Additional adults make a good contribution and are well deployed in lessons to support students with special educational needs and/or disabilities. Marking is regular and much is valuable. Here, too, a small minority does not engage students in deciding how to improve their work.

The curriculum is planned well around students' needs, as seen in the improved vocational options, curriculum pathways adapted to students' varied attainment and extra support for any who fall behind or have special educational needs and/or disabilities. The use of

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technology across the curriculum is good, including on-line submission of work and receipt of teachers' feedback on some courses. Teachers sometimes use technology such as electronic whiteboards effectively but on a few occasions, opportunities are missed to exploit the interactive features of these boards. Literacy and numeracy are developed well across the curriculum. Personal, social and health education is planned carefully to help students lead healthy, safe lives but some opportunities are missed to assess and record the impact of this. The school provides a good programme for learning about the world of work and for work experience for older students. Thoughtful use is made of external partnerships, for example to set up work experience placements and opportunities for high attaining students through links to an independent school. The International award reflects good liaison with schools abroad such as a project with a school in Ghana.

Care, guidance and support are well organised. Vulnerable and at-risk students are accurately identified and supported. Due to good procedures designed to help those who find difficulty in managing their behaviour, few students are excluded. Racist behaviour is not tolerated and good relations between groups are promoted well. Procedures for transition are good from primary schools and between the main school and the sixth form. Effective work with external agencies such as social services helps support students and families. Students are provided with good advice about careers options.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, governors and other leaders are committed to moving the school forward. A re-structuring of the senior team last year, bringing a strong focus on achievement, has yielded dividends and ensured the school is well placed to avoid future dips in examination results. Systems to hold staff to account for students' academic achievement are good and these, too, benefit from last year's overhaul of the process for tracking student progress. Regular monitoring of teaching and department reviews ensure an evening out of performance between different subjects and groups of students to provide equality of opportunity. Development plans contain challenging goals for students' academic and social development. The school is well placed to check the difference made in academic areas but is not as systematic in monitoring the impact on students' wider personal development to identify the priorities. The governing body works hard on behalf of the school. It receives a good flow of information and sustains a constructive dialogue with school leaders. The fall in GCSE results last year led to a review of procedures and a more vigorous focus on students' achievement. Statutory duties are carried out effectively to a good standard, including in safeguarding. This is a high priority, with regular reviews of protocols and training for staff. The school provides a satisfactory range of information

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for parents and carers about their children's progress. However, the information provided about programmes of study or homework is not consistently good enough to help them support their children fully. The school works hard to promote community cohesion so that students from different backgrounds get on well together and are well prepared for life in a multicultural society, and this provides a good example of how the school achieved its International Award. Good links are made with external communities, such as outreach work with local primary schools to offer specialist technology teaching and via students' international work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Outcomes for students are satisfactory. From average attainment on entry, they make the expected progress and their attainment is average by the time they complete AS- and A-level courses. Progress by the small number of students taking vocational subjects is good and their attainment is above average. The vast majority of students go on to further or higher education or employment after leaving the school. Sixth formers behave well and most set a good example for younger students, for example taking a lead role in charity fund-raising and organising sports activities. Students appreciate the good range of subjects offered at advanced level, although the range of vocational courses is satisfactory. Teaching is satisfactory, with areas of strength. Teachers use their strong subject knowledge to prepare lessons and lead discussion. Some lessons are very well planned to ensure students take the initiative in learning and understand how to improve their work. However, opportunities are missed to challenge students to think for themselves and develop the independent learning skills needed to gain the highest grades. On these occasions, teachers tend to talk for too long. Students receive regular verbal feedback and marking from teachers. Here again they are not always asked to do enough thinking for themselves. Staff have good relationships with students. They know them well

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so that students feel well looked after. Nevertheless, the monitoring of attendance lacks the precision seen elsewhere in school so it is not as high as among younger students. Leadership of the sixth form makes a satisfactory impact on the quality of provision, for example improving the guidance to students about which courses to take. Assessment information is used effectively to check students' progress but the monitoring of teaching is not focused enough to ensure it is consistently good across all subjects and courses. As a result, students do not take full advantage of the good start they made when younger.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

The proportion of parents and carers who returned the questionnaire was below the national average for secondary schools. In each area, the majority of responses were positive about the school's work. There were concerns about the quality of communication with parents and carers over what their children are studying to enable them to support them and help prepare them for the future. Inspectors explored this area and agree that the school should do more to tackle the issue.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Hollyfield School and Sixth Form Centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 260 completed questionnaires by the end of the on-site inspection. In total, there are 1100 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	28	169	64	13	5	6	2
The school keeps my child safe	87	33	162	61	12	5	1	0
My school informs me about my child's progress	63	24	171	65	23	9	4	2
My child is making enough progress at this school	63	24	156	59	30	11	11	4
The teaching is good at this school	54	20	174	66	21	8	5	2
The school helps me to support my child's learning	44	17	163	62	40	15	10	4
The school helps my child to have a healthy lifestyle	28	11	189	72	34	13	8	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	54	20	146	55	28	11	6	2
The school meets my child's particular needs	57	22	162	61	29	11	9	3
The school deals effectively with unacceptable behaviour	62	23	150	57	26	10	8	3
The school takes account of my suggestions and concerns	33	13	155	59	31	12	6	2
The school is led and managed effectively	88	33	153	58	11	4	3	1
Overall, I am happy with my child's experience at this school	87	33	147	56	14	5	8	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2011

Dear Students

Inspection of The Hollyfield School and Sixth Form Centre, Surbiton, KT6 4TU

This letter is to thank you for your help during the inspection and to give you our findings. The school is judged to be good overall and the sixth form is satisfactory.

- In the main school, students make good progress and reach standards above those in most schools.
- Most students behave well and get on well with each other, make a positive contribution to school life and learn to lead healthy lives.
- You told us you feel safe and well cared for and that the staff are there to help.
- Your attendance is high, particularly in the main school ?well done!
- The curriculum is interesting and helps you attend well.
- The teachers work hard to prepare lessons so that most are interesting and help you make good progress. A small minority are less effective in meeting your differing needs and helping you make good progress.
- The headteacher, the staff and governors work hard to improve the school. They check students' academic progress carefully but are less effective at checking your wider social development. Some of your parents and carers would like to know more about what you are learning so they can support you.
- Sixth form students make satisfactory progress. Most enjoy their studies and make a positive contribution to school but attend less well than younger students. Teaching is satisfactory but does not always help students develop independent learning skills. The school is working to improve the sixth form but the quality of teaching and students' attendance are not always checked carefully enough.

We have asked the headteacher to include the following in his plans for the future:

- Ensure all lessons in the main school are as good as the best ones and that sixth form students are helped to be more independent in their learning.
- Check more carefully the impact of support for students' personal development and improve the monitoring of sixth form teaching and attendance.
- Help parents and carers to feel more able to support their children's learning.

Thank you again.

Yours sincerely

Stephen Long

Her Majesty's Inspector

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