

Holloway School

Hilldrop Road, London, N7 0JG

Inspection dates 16–17 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From low starting points, students make good progress and achieve well at the school, especially in mathematics and science.
- Students behave well and enjoy learning.
- Overall teaching is good and some is outstanding. As a result students, notably those with disadvantages, make good progress and their achievement is raised.
- Good planning by teachers allows for their strong subject knowledge to be adapted, so that all students, including those with individual needs, gain new knowledge and understanding, and checks are made to ensure they are learning.
- Strong relationships between teachers and students enable good learning to take place in the classroom and this is maintained around the school.
- A highly regarded headteacher leads an effective team whose ambitions and focus on teaching and learning have driven the key improvements since the last inspection.
- A very skilled governing body is well aware of the challenges that the school has, and both supports and holds leaders to account on behalf of the students and parents and carers.

It is not yet an outstanding school because:

- The multiple interventions to improve literacy, especially in Years 7 and 8, including the information from the tests results, have yet to become standardised and understood by all, so that students know what to do to improve.
- There is an inconsistency in how information is used across subjects when setting targets for students' progress so that it can be linked more effectively to teachers' marking and feedback and better help students know what to do to improve, make further progress and achieve better.

Information about this inspection

- Inspectors observed 22 lessons, seven of which were joint observations with senior leaders. In addition, the inspection team attended an assembly, a tutor time session and made a number of short visits around the school.
- Meetings were held with five groups of students, the Chair of the Governing Body and one other member, school staff, including subject leaders, and two representatives of the local authority.
- Inspectors analysed the responses to the online questionnaire (Parent View) and the responses to the staff questionnaire.
- They observed the work of the school and looked carefully at numerous documents, including checks on teaching, minutes of governors' meetings, case studies relating to exclusions, support for vulnerable students, and policies and records relating to students' achievement, attendance, punctuality, behaviour, safety, bullying, and safeguarding.

Inspection team

James Coyle, Lead inspector	Additional Inspector
Ogugua Okolo-Angu	Additional Inspector
Jo Davey	Additional Inspector
Kewal Goel	Additional Inspector

Full report

Information about this school

- This is an average size secondary school, which serves students in the London Borough of Islington.
- The proportion of students from minority ethnic backgrounds is well above average. Students come from a wide range of ethnic groups, with many speaking English as an additional language.
- About one in four students is supported through school action, which is well above average. About one in seven students is supported at school action plus or has a statement of special educational needs. This proportion is well above the national average.
- Over two thirds of all students are eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, children of service families and those who are known to be eligible for free school meals. This is well above the national average. There are no children from service families currently on the school's roll.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- A very small number of students in Year 9 attend short-term off-site provision for behaviour support and a small number of students in Years 10 and 11 follow alternative vocational courses with a local college and training provider.
- The school has a specialism in sports.

What does the school need to do to improve further?

- Leaders and managers at all levels should ensure further development of:
 - standardised procedures across the school when monitoring the effectiveness of interventions to improve literacy, so that students, staff and parents and carers are clear about what students need to do to improve
 - consistency across subjects when target setting and tracking students progress so that marking and feedback help students know what to do to improve, make further progress and achieve to the next level.

Inspection judgements

The achievement of pupils is good

- Students enter the school with attainment levels that are well below those found nationally. Most make progress that compares very well with national figures, notably in the case of those who are disadvantaged.
- At the end of Year 11, students are well prepared for the next stage of their education, having achieved passes at GCSE, including in English and mathematics, that are above the national average.
- The additional funding for students who are eligible for the pupil premium has been used very effectively to provide a range of measures, including additional staffing and one-to-one tuition, to assist these students to catch up and get access to the full range of subjects enjoyed by the majority of students in the school. Consequently, while in 2012 the attainment of both groups of students who were eligible for the pupil premium, as indicated by their performance at GCSE, was below that of other students in the school and of all students nationally, the gaps in attainment between this group and all students nationally are narrowing rapidly. In English, grades gained by these students were in line with those of all other students in the school, and just over a grade lower than those achieved by all students nationally. In mathematics, the gap was just below one grade lower than other students in the school, and just over one grade higher than students nationally.
- The progress of the high number of students from minority ethnic groups and those who speak English as an additional language is monitored carefully, and is above that of other students in the school.
- Those students who are disabled or who have special educational needs are identified when they move from primary school. They are grouped for English and individual plans are devised for intensive catch up. They make good progress and by Year 8 move into mainstream classes with teaching assistants working with them for extra support for literacy and numeracy. However, while tracking data about this group of students show that they are making good progress and students say that the support has been effective in helping them work better in a range of subjects, the approaches that are used by the special educational needs teachers are not shared across all subjects.
- Reading is given high importance by the school. A range of reading tests is carried out annually on all students and then support is focused where it is needed. Monitoring of students' progress in reading was found to be uncoordinated across English and special educational needs departments, resulting in a lack of clarity about the success of the support. Initiatives such as literacy hour, paid for by government 'catch-up' funding in Year 7, helps students make progress, but this still has to have an impact for all students. Some Year 7 students heard to read were fluent and enjoyed reading both in school and at home, while others were not confident in using phonics to work out how to read a word and do not always read regularly and for pleasure. In lessons observed, reading levels are good and students are able to read with confidence and develop their literacy skills.
- Students showed good skills in writing, communication and mathematics in their work across a range of subjects. In a good Year 11 English class for example, they were asked to analyse how Steinbeck uses language in the novel, *Of Mice and Men*. Divided into groups, they were given key pieces of text to discuss and give feedback. All students contributed in the feedback using analytical language drawn from the examination specification under guidance from the teacher.
- Students are entered early for GCSE physical education at the end of Year 10. In addition, all students are given multiple opportunities to enter for GCSE science starting at the end of Year 10 and they attain good results.
- Alternative vocational courses, including basic skills provision in English, mathematics and science, and appropriate work-experience placements are provided by two local colleges. Students who attend this provision achieve well and progress to courses at a higher level.
- Applied subjects, such as physical education, provide suitable learning programmes for those

students who take them. They gain results which allow them to continue their education.

The quality of teaching is good

- Most teaching across subjects is typically good and some is outstanding. In the best lessons, teachers plan well using information they have about the students and their own good subject knowledge to ensure that students are given activities that have suitable challenge. They have high expectations of their students and they check to make sure that students understand what they are doing and how well they are succeeding.
- In an outstanding Year 10 mathematics class, students were required to outline clearly and orally the purpose of their investigation by using the four phases of statistical investigation before moving forward to solve the problem, thereby ensuring that they understood the technique and making very good progress.
- Marking and assessment of work do not follow a consistent approach across subjects. Some books had evidence of marking and helpful feedback linked to grading systems, which were understood and valued by students. Others did not have a clear system against which marks and comments could be located.
- The teaching of reading, writing and mathematics is effective, especially so in Year 8, where there is a focus on language and communication designed to foster students' independence and an ability to take part fully in their subjects. The school has still to ensure that literacy is embedded in all subjects and not just English.
- Survey evidence from parents and carers indicates that they consider teaching to be good.
- Teaching assistants are deployed effectively to support and aid the progress of students across subjects, notably from Year 8 onwards following intensive work in literacy after arrival at the school. Training continues to be a priority for the school so that all have expertise in literacy and numeracy.

The behaviour and safety of pupils are good

- Secure and strong relationships between students and teachers mean that students enjoy their learning in lessons and display good behaviour in and around the school. This positive attitude is shown in their punctuality in arriving at school and to lessons, as well as high rates of attendance. Students consistently show respect to each other, staff and visitors to the school.
- Discussions with students and surveys of parents, carers and staff, confirm the view that behaviour is good overall and that the school is a safe place for learning.
- A range of successful strategies has been deployed over time to improve attendance, including voucher prizes, various software and electronic systems to maintain parent liaison, and a well supported personal mentoring system. As a result, attendance rates continue to rise and are now in line with the national average.
- The school continues to employ measures to drive down permanent and fixed-term exclusions, including inclusion facilities and programmes for vulnerable groups: notably the improvement room, which allows for repair time and a quick return to class, a seclusion room facility and education at another school for short periods of time, which have gone some way to reducing the numbers, which are now average.
- Students were well aware of the range of measures to censure bad behaviour and rewards linked to achievements, including trips to war graves in France and Belgium, universities and city businesses. They know about the success of the school's performing sports' specialism with a number of students either already signed to professional clubs or representing their county, region or team at a high level. In an assembly, they applauded each other's successes and

showed tolerance and understanding for diversity in regard to the issue of sexual orientation. The school records a wide range of involvements, including charity fund raising, conflict resolution, Holocaust Memorial Day and International Women's Day, that has informed and involved students, enabling them to offer ideas and opinions on spiritual, social, moral and cultural issues.

- The school's own incident logging system records low numbers related to all forms of bullying. This is supported by students who say that any racist, homophobic or cyber bullying is dealt with quickly by the school. Students benefit from an on-site police officer who provides advice on how to stay safe, for example how not to become a target for mobile phone theft, and ensures a safe environment around the school locality. Tutor time, golden lunchtimes, assemblies and the developing peer mentoring system, contribute to students' personal, social and health education development, and are part of a broader, good quality, social, moral, spiritual and cultural programme.

The leadership and management are good

- The headteacher provides strong, decisive leadership. He is effectively supported by a committed senior team and governing body, who share the drive for high-quality teaching and learning in order to continue to raise improvement in students' achievement.
 - There are effective monitoring systems in place to check on the quality of what goes on in the school. These allow them to identify the main areas that require improvement, including teachers' professional development, and as a result of this excellent work, the school has improved considerably since the last inspection and standards have risen.
 - There is wide range of subjects offered by the school which is currently under review in order to ensure that as many students as possible are able to access the core academic subjects as well as vocational pathways where appropriate. The alternative provision pathway provides a suitable off-site route for students who have learning challenges, so that they are still able to access both academic and vocational courses.
 - The school's physical education specialism and science provision result in early entry to GCSE examinations in Year 9 and Year 10. This has met with great success, with students progressing to club contracts and high numbers onto Level 3 science, technology engineering and mathematics courses at the local college. In addition, students benefit strongly from additional literacy and numeracy sessions, funded through the 'catch-up' monies, to strengthen these core skills in Years 7 and 8.
 - Parents and carers indicate positive views about the school through the Parent View survey. They have been part of the ongoing development of good relationships with this very ethnically diverse school and are confident that all students are treated equally and that there is no discrimination.
 - Statutory safeguarding requirements are met, including off-site checks on students' attendance at college and alternative provision.
 - The school has very good relationships with the small, close local authority, which has had a history of regular visits to the school; and observations by the director and central advisory team provide support for the headteacher in his drive for improvement in teaching and learning. A key member of the local authority's improvement team is now a member of the governing body and advises on the headteacher's performance management. It already provides safe recruitment and safeguarding training for governors.
- **The governance of the school:**
- The governing body has known the school during its journey of improvement. It has policies

and systems in place to challenge and monitor the effectiveness of school leaders in maintaining success and driving the improvements that have raised achievement. It has a good understanding of data on how well students achieve and is aware of how well students achieve when compared to other schools nationally. There is a committee with responsibility for monitoring the management of teachers' performance which checks that any promotion or rise in the headteacher's or other teachers' salaries are linked to their impact on students' achievement. It ensures the efficient management of financial resources, including the use of pupil premium funding, and fulfils its safeguarding responsibilities. There are link governors for disadvantaged students and for safeguarding, who regularly appear in school to meet staff. There are also personal mentors who mentor individual students and ambassadors who take part in quiz nights in order to meet parents and carers.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100453
Local authority	Islington
Inspection number	400413

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	794
Appropriate authority	The governing body
Chair	Rob Hull
Headteacher	Bob Hamlyn
Date of previous school inspection	3–4 February 2010
Telephone number	020 76075885
Fax number	020 777003697
Email address	postbox@holloway.islington.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

