

Hollywood Primary School

Pickenham Road, Hollywood, Birmingham, B14 4TG

Inspection dates 24–25 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The school's leaders have been slow to ensure that it meets all its statutory responsibilities for safeguarding.
- The governing body does not hold the school's leaders to account sufficiently to ensure they meet all their statutory responsibilities for safeguarding.
- The school's leaders have not successfully communicated to governors recent trends in pupils' attainment and progress, particularly the decline in achievement in mathematics.
- Leaders and governors have not sufficiently evaluated the impact of its use of pupil premium funding.

The school has the following strengths

- The percentages of pupils who make expected and more than expected progress from Key Stage 1 to Key Stage 2 in reading and mathematics are in line with the national average.
- The progress pupils make in writing in Key Stage 2 is well above the national average for all pupils.
- Higher attaining pupils, disabled pupils and those who have special educational needs make good progress in their learning. The provision and support for them are of high quality.
- Teaching is good because most lessons are planned well to take account of pupils' different starting points and expectations are high.
- Children get off to a good start in the Early Years Foundation Stage where they are provided for well.
- The large majority of pupils behave well and are enthusiastic about their learning. They develop good relationships with each other and with adults.
- Relationships with parents are good. They are overwhelmingly positive about the school.

Information about this inspection

- Inspectors observed 18 lessons, of which two were jointly observed with the headteacher. In addition, inspectors made a number of other short visits to lessons.
- Inspectors heard pupils read and looked at work in their writing and mathematics books in lessons and through a work scrutiny.
- Meetings were held with groups of pupils, members of staff including senior leaders, the Chair of the Governing Body and other governors, a representative from the local authority and the school's improvement partner. Inspectors also spoke informally to parents.
- There were 72 responses for inspectors to take account of through the online questionnaire, Parent View, as well as two letters and an email from parents. Inspectors also took note of a recent school questionnaire completed by 240 parents. An inspector spoke to parents at the school gate.
- Inspectors took account of a questionnaire completed by 27 members of staff.
- Inspectors observed the school's work and scrutinised a number of documents, including the school's own self-evaluation, data on pupils' recent attainment and progress, behaviour and attendance logs, policies and procedures including safeguarding, health and safety, anti-bullying and minutes of the governing body meetings.

Inspection team

Mark Sims, Lead inspector	Her Majesty's Inspector
Jenny Edginton	Additional Inspector
Amarjit Cheema	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of pupils come from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is low as is that of those known to speak English as an additional language.
- The proportion of pupils supported through the pupil premium (pupils for whom the school receives additional funding, including those known to be eligible for free school meals) is broadly in line with the national average.
- The proportion of disabled students and those who have special educational needs supported through school action plus, school action or with a statement of special educational needs is below the national average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of leadership and management by making sure governors:
 - are well informed about the strengths and weaknesses of the school
 - challenge the school's leaders to raise the achievement of pupils, particularly in mathematics
 - require the school leaders to provide an evaluation of the impact of pupil premium spending
 - are sufficiently trained and informed to hold leaders to account for ensuring they are meeting all statutory requirements for safeguarding.
- Accelerate pupils' achievement particularly in mathematics by making sure that:
 - mathematics is taught as well as are reading and writing
 - tracking of groups identifies sub-groups and individuals who are falling behind who are not currently receiving additional support
 - all middle attaining pupils make at least expected progress and are given the opportunity to benefit from the successful strategies and support that have benefited high attaining pupils and disabled pupils and those who have special educational needs
 - marking consistently gives pupils either additional challenges or enables them to consolidate their work through further practice.

An external review of governance should be undertaken, including a review of the school's use of the pupil premium, in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement because of shortcomings in the governing body and the school's slowness in only recently meeting all its recent statutory requirements for safeguarding.
- Although senior designated staff received up-to-date training earlier in the year there was a delay in updating the child protection policy which still does not refer to the most recent guidance issued.
- The school's website indicates how much money the school spent on pupil premium and how it was spent but there has been limited evaluation of the effectiveness of the different strategies employed to indicate what worked well and what was less successful.
- There has been a three year fall in the proportion of pupils making expected progress from Key Stage 1 to 2, particularly in mathematics, from the very high levels achieved in 2012. The percentage still remains favourable when compared to national averages, however.
- Tracking of the progress of all pupils has not been specific enough within groups. Senior leaders check the quality of teaching regularly and have an accurate view of the strengths and weaknesses in lessons but judgements do not always match the progress pupils have made over time.
- Senior leaders have overlooked those pupils within the large middle attaining group who have fallen behind and this has led to a smaller proportion overall making at least expected progress than in previous years. Where leaders have targeted particular groups and individuals they have been successful in raising their achievement. The school has high aspirations for more able pupils, expressed in the challenging targets set for their progress. Consequently the proportion of pupils who make more than expected progress in reading, writing and mathematics is in line with the national average.
- Expectations are high for disabled pupils and those who have special educational needs, who have made good progress. The leadership of special educational needs is good. Staff are well trained and the progress of pupils is closely tracked. Adults in classrooms are aware of pupils' specific targets and learning plans and follow them closely. The school's leaders take care to ensure looked after children, disabled pupils and those who have special educational needs receive a high level and care and support to promote their well-being as well as their achievement. The school works very closely with its partners including parents and external agencies to ensure the safety and well-being of its most vulnerable pupils
- Other leaders with responsibility for subjects or specific groups of pupils are well trained and knowledgeable and contribute to the school's capacity to improve.
- The management of teacher performance is carried out effectively to ensure there is a close link between pay and performance.
- The school has made a good start with the implementation of the new curriculum. It provides a wide range of subjects in lessons with cross-curricular links planned for as well as an emphasis on literacy and numeracy. Pupils enjoy the wide choice of subjects some of which are taught by specialists including music and French. Lunchtime and breakfast clubs are successful in setting up pupils well for their learning. After-school clubs are much appreciated by pupils and enhance their learning.
- Pupils' spiritual, moral, social and cultural development is promoted well through topics such as 'weddings', the World War One centenary commemoration and assemblies. Trips, including a visit to the local chocolate factory, help pupils learn more about their own local environment as well as the wider world. British values of toleration, respect and understanding are widely promoted, particularly through topic work and religious education lessons, which prepare pupils well for living in a modern multi-cultural society.
- Parents are overwhelmingly supportive of the work of the school, especially those whose children have received additional support for their special educational needs. Almost all parents who responded to the

Parent View questionnaire stated that the school was well led and managed and that they would recommend the school to another parent. Those who responded were almost all positive about the school's leaders.

- The very large majority of staff who responded to the survey were also overwhelmingly positive about the school and said they shared the school's vision and values.
- The primary school sports funding provides good local opportunities for pupils such as sailing and golf which would otherwise be out of their reach. Both boys and girls are encouraged to take part and their uptake is carefully monitored. Consequently as uptake has been higher for boys the school has provided activities such as dance that may appeal more to girls.
- The school seeks regular external scrutiny of its performance through the employment of a school improvement partner. The local authority has very recently responded to the school's fall in pupil performance but to date external verification has not sufficiently held the school's leaders or governing body to account.
- **The governance of the school:**
 - Members of the governing body are fully supportive of the school and maintain a high profile in school at events where they are accessible to parents.
 - Governors have challenged senior leaders on specific issues such as the school's child protection policy. They are actively involved in ensuring the school meets its statutory duties for disabled pupils and those who have special educational needs. They have set appropriate performance management targets for the headteacher.
 - The governing body is not sufficiently well informed about the school's strengths and weaknesses to evaluate the performance of the school. They are not aware enough of the recent decline in pupils' achievement, especially in mathematics, in order to challenge leaders.
 - They have not fully carried out their duty to hold the school to account for complying with its statutory safeguarding requirements in a timely fashion and were not aware of the new statutory guidance issued in 2014. Recent changes in governor personnel meant that at the time of the inspection the governor designated for safeguarding and looked after children had not yet been sufficiently trained.
 - Governors know how much money the school spends on pupil premium funding and how it is spent but have not evaluated the impact of different strategies to raise achievement of eligible pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Most pupils behave well in lessons and respond positively to the work they are set. They get on well with each other and provide mutual support when working in pairs or groups. Most pupils are able to work on their own or in groups without the intervention of adults.
- Relationships between different groups of pupils and with adults are good. Pupils are tolerant of each other and respect each other's differences.
- Behaviour around the school is usually well-ordered. The limited confines of the overcrowded play area (as a result of temporary building work) occasionally lead to boisterousness and liveliness but most play maturely and sensibly.
- Pupils respond well in assemblies and take part, singing with enthusiasm and enjoyment.
- There have been no permanent exclusions in recent years and fixed term exclusions are rare.
- The rate of attendance has risen over time. It was in line with the national average in 2013 and is currently above the national average. The school works very hard with parents to keep them fully engaged and informed, for example through the headteacher's weekly newsletter. Rewards, such as presentations at the Lord Mayor's parlour and certificates presented at special assemblies with parents

present, have led to a large increase in pupils with 100% attendance.

- A small minority of pupils go off task if they are left to work on their own for too long. A small number put their hands up for help rather than seek support from each other. Pupils said that lessons are occasionally disrupted by a small number of boys.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves healthy and safe. They know where and to whom to go to report incidents or if they are worried about anything.
- They understand about different types of bullying, including racism, and potentially dangerous situations. Pupils are taught about e-safety in lessons in Year 3 to raise their awareness of cyber bullying. There have been a small number of reported racist incidents all of which were followed up by the school and there have been few repeat occurrences by pupils.
- Pupils said that incidences of bullying and racism are rare and they were not aware of any homophobic bullying. Some pupils did not think current sanctions were a sufficient deterrent to the small number of repeat offenders.
- The very large majority of parents who responded to the Parent View questionnaire stated that the school makes sure its pupils are well behaved. They almost all agreed that their children feel safe at school.

The quality of teaching is good

- Teaching is good. Teachers plan well for different groups of pupils in lessons and set high expectations which helps most groups of pupils to do well.
- Higher attaining pupils are challenged to do as well as they can in most lessons. Booster groups in Year 6 particularly have significantly raised their achievement. Higher order questioning and ongoing checking of learning during lessons challenges their thinking.
- A scrutiny of books shows evidence of high expectation and challenge in writing to ensure pupils make good progress. This is not as evident in mathematics books where on occasions pupils get all their work correct but do not receive harder extension work to challenge them further.
- Targeted support for disabled pupils, those who have special educational needs and those eligible for the pupil premium is effective, both in the classroom and through additional interventions. Adults focus their questioning well to encourage pupils to find out answers for themselves. Where middle attaining pupils miss out on additional support they do not do as well as their other middle attaining peers.
- Additional adults are usually deployed well to support groups of pupils including more able pupils. Support is effective when challenging questions are asked and when adults do not intervene too much to help pupils complete their work. The role of teaching assistants is not always clear from lesson plans. Their work is most effective when it is clearly planned and teachers discuss their ongoing role during the lesson.
- Teachers promote opportunities well for pupils' spiritual, moral, social, and cultural development through appreciation of poetry and literacy activities which encourage teamwork and sharing of ideas.
- Teachers are consistent in adhering to the school's marking policy of green and pink comments. At its best, marking engages pupils in ongoing dialogue about how they can improve. Elsewhere teachers do not always follow up pupils' responses to their comments or give pupils sufficient opportunity to follow up the identified areas for improvement.
- In mathematics teachers do not always set extension work if pupils have got all their work correct and in marking do not always give pupils an opportunity to do corrections or consolidate work further if they do not fully understand it.

- At times pupils in English are given the chance to assess for themselves how well they are doing in lessons. Most have an accurate view from teachers of how well they have performed. A small number of pupils have an unrealistic view of how they will do in forthcoming assessments or do not know specifically how they can improve.
- Parents who responded to the Parent View questionnaire overwhelmingly agreed that their children are taught well in school.

The achievement of pupils is good

- The proportion of pupils making expected and more than expected progress overall in reading and writing and mathematics from Key Stage 1 to Key Stage 2 is close to the national average.
- Attainment in writing at the end of Key Stage 2 significantly improved in 2013. Attainment in 2014 is now close to the national average in reading and writing but below in mathematics.
- High attaining pupils do especially well in writing, exceeding national averages in making accelerated progress. They also make good progress in reading and mathematics as a result of the additional support targeted at them and the more able middle attaining pupils.
- In the most recent validated phonics (sounds and letters) check in Year 1 the proportion of pupils achieving the expected standard was slightly above the national average.
- Disabled pupils and those who have special educational needs make good progress overall in line with their peers in school. They have made more than expected progress in reading as a result of successful strategies which also involved parents. In line with the rest of the school they did not make quite as much progress in mathematics. All groups of pupils make good progress, including those eligible for pupil premium funding and minority ethnic pupils.
- The large majority of pupils progress well in lessons especially where they receive effective additional adult support.
- As a result of the good progress they are making pupils eligible for the pupil premium are narrowing the gap with the national average for all pupils. In the most recent validated tests at the end of Key Stage 2 in 2013 their overall attainment in reading, writing and mathematics was in line with all pupils nationally and about a term behind their peers in school. Indicative results for 2014 indicate they are set to close the gap further this year.
- Almost all parents who responded to the Parent View questionnaire believe that their children make good progress in school.
- Although achievement remains good overall, attainment at the end of Key Stage 2 has fallen in the last two years. Similarly the proportion making expected and more than expected progress from Key Stage 1 to 2 has also fallen. A number of pupils within the middle attaining group who have missed out on additional targeted support in lessons or out of class have not made enough progress.

The early years provision is good

- Children in the Early Years Foundation Stage enjoy a wide range of suitable activities. They have settled in to routines very quickly in their first few days of school. This was a result of careful pre- planning, induction and home visits. Children are highly motivated and engage well with adults. In turn support staff have positive attitudes towards the children.
- Children join Reception at broadly expected levels for their age and enter Year 1 slightly above their age-related band in speaking, listening and mathematics.

- The leadership and management of the Early Years Foundation Stage are good and demonstrate a good knowledge of the strengths and areas for development in the good teaching. Staff are well trained and leaders ensure children's outcomes are thoroughly checked to make sure they are as accurate as possible.
- Curriculum planning is clear and focused on a good knowledge of the children and what they need to learn next.
- Parents have the opportunity to contribute to their children's learning through learning journeys.

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	103314
Local authority	Birmingham
Inspection number	449292

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Steve Anderson
Headteacher	Simon Dix
Date of previous school inspection	5 May 2011
Telephone number	0121 6757711
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