

# Hollyfield School and Sixth Form Centre

Surbiton Hill Road, Surbiton, Surrey KT6 4TU

<b>Inspection dates</b>	26–27 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders at all levels have successfully secured clear improvement. They have applied appropriate strategies effectively to embed improvement and change the culture of the school.
- The quality of governance has improved significantly since the previous inspection. Governors now provide effective challenge and support to the school.
- Teaching is good. This is supported by a commonly agreed and consistently applied system of lesson planning, rigorous marking, effective training and regular checks on the teaching quality.
- Pupils' progress has steadily improved since the last inspection and is currently being sustained.
- The provision for pupils' personal development is outstanding. Carefully devised programmes enable pupils to develop their leadership skills and take responsibility for their behaviour.
- The school makes sure that pupils are safe.
- The provision for pupils who have special education needs or disability is good. They are well supported in their learning and make good progress.
- Pupils behave well and relationships based on mutual respect are strong. Pupils enjoy school and take pride in their work.
- Pupils' work is very carefully marked to help them improve.
- The sixth form is good. Learners make good progress and are well supported in their personal development.

### It is not yet an outstanding school because

- While the progress of disadvantaged pupils is improving, it has not yet matched that of their peers.
- Teaching is not yet outstanding because pupils' work is not always appropriately planned to enhance the learning of all groups. Questioning in lessons is sometimes not rigorous enough to secure pupils' full understanding.

## Full report

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

- Build on the recent improvements in the progress of disadvantaged pupils so that it is in line with their peers.
- Further improve pupils' progress and the quality of teaching by:
  - making sure that work in lessons is appropriately planned to provide sufficient challenge for all groups to make maximum progress, particularly in the sixth form.
  - ensuring that the use of questioning in lessons helps to secure pupils' full understanding.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher and senior leaders have secured clear improvement since the last inspection. They have transformed the school's culture and ethos through high expectations for all learners and very appropriate improvement strategies. Partnership with a local outstanding school has resulted in strong mutual support and positive collaboration.
- The work of school leaders has resulted in very clear improvements in both pupils' outcomes and the quality of teaching since the previous inspection. Leaders evaluate the effectiveness of their work accurately and are well aware of current improvement areas, such as continuing to improve outcomes for disadvantaged pupils. The leadership of teaching is good. A range of appropriate strategies, including formal lesson observations, focused classroom visits and the sharing of good practice, have secured improvement.
- Middle leaders are effective. They are enthusiastic, able and very clear about their responsibilities. They contribute fully to whole-school improvement strategies, including the monitoring of teaching and evaluating teachers' performance. They value the opportunity to work in conjunction with their partner school, both to share good practice and develop their expertise. Middle leaders believe they are very well managed and enjoy working at the school.
- The curriculum is broad and balanced. Issues regarding pupils' personal safety and that of others are woven well within the personal, social, health and economic (PSHE) programme. Topics include mental well-being, the dangers of drugs, smoking and e-safety.
- Pupils' learning is enhanced by a wide range of activities and clubs. Comprehensive sport and music programmes support healthy lifestyles and cultural growth. Pupils have the opportunity to extend their interests in various clubs, such as Doctor Who, receive support with their work, and explore the environment and criminality of Victorian London on a Jack the Ripper tour. Pupils welcome these opportunities.
- A detailed external review of the school's pupil premium provision was completed in 2014. Its recommendations were carefully noted by school leaders and improvement strategies were implemented. These have resulted in improvements in outcomes for disadvantaged pupils over time, but the gap between them and their peers has not yet been eradicated. Funding to support the Year 7 pupils to improve their literacy and numeracy skills is well managed. It has resulted in pupils making good progress in both areas from their starting points in Year 7.
- British values are well promoted within the curriculum, including in the PSHE programme and during assemblies. For example, comparative forms of government are explored by looking at the differences between Britain and North Korea. The dangers of radicalisation are taught effectively and sexual safety is well promoted, through lessons, staff training and useful advice to parents. The school's culture of mutual respect and tolerance is well promoted by pupils' learning about other faiths and values.
- The school employs a range of effective strategies to engage with parents. The headteacher operates a popular weekly 'open door' clinic. There are well-attended information evenings for parents, which include topics such as helping to support their children's learning.
- Equal opportunities are central to the school's ethos. Leaders' very strong focus on striving for the best possible outcomes for all pupils exemplifies this. Staff are encouraged to develop their careers through training opportunities.
- The process to evaluate staff performance is well embedded and valued. Targets for staff are set in line with the school improvement priorities and carefully reviewed annually. Newly qualified teachers receive appropriate support in line with statutory requirements.
- The school has received very effective support from the school improvement partner, who has taken on a less rigorous involvement as the school has steadily improved. Currently, the school improvement partner provides an external monitoring role.
- **The governance of the school**
  - Governance of the school is good. An external review of governance was undertaken in 2014, as a result of the recommendation of the previous inspection. Governors found the review very useful and were resolute in implementing the suggestions for improvement.
  - Governors now provide effective challenge and support to the school. They understand well its strengths and improvement areas, especially the need to continue to improve the outcomes for

disadvantaged pupils. They readily support its ethos of high achievement for all.

- The governing body through its committees carefully monitors and challenges information concerning pupils' outcomes, finance and the quality of teaching. Governors are supported in doing this by a well-organised system of school visits and relevant training. They understand the requirements of the school's assessment policy and scrutinise its implementation.
- Governors are fully aware of how the pupil premium funding is deployed and, together with the school's leaders, carefully monitor its impact. They understand how staff performance is evaluated and use the outcomes from this to make decisions about any increases in salaries.
- The governing body is tenacious in monitoring safeguarding and its impact. They regularly review safeguarding documentation and carefully evaluate risk assessments. They have also undertaken relevant training in areas such as child protection.
- Governors are absolutely committed to the school's drive for improvement and are very proud of the progress it has made, especially with regard to the improvements in pupils' outcomes.
- The arrangements for safeguarding are effective and a strength of the school. Recruitment processes are thorough and fully meet statutory requirements. There is a strong culture and ethos for safeguarding across all areas of the school. Pupils feel safe and can articulate where they were provided with opportunities within the curriculum to raise their awareness. The school implements strategies to provide age-appropriate provision, particularly in areas such as health and physical well-being. School leaders know the pupils and their needs well. Concerns are dealt with rigorously and quickly. Leaders are well supported by the involvement of external agencies.

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

- Teaching has improved considerably since the previous inspection and is now good. The school has implemented systems to ensure consistency in lesson planning, and planning helps to focus on key areas such as literacy. Homework is consistently set in line with the school's policy and is used effectively to both consolidate and expand pupils' learning.
- Teachers' knowledge of their subject is secure. In a Year 12 chemistry lesson on titration, the topic was presented very imaginatively using a range of practical activities to ensure understanding.
- An improvement since the last inspection has been better use of pupils' current attainment to plan work that helps them to learn well. Despite this overall improvement, it is at times still the case that work set does not enable pupils to make their best possible progress.
- The use of the school's assessment policy is consistently implemented across the school. Books are regularly marked and include useful suggestions to pupils on how to improve their work. Pupils and learners value this help and act upon the advice teachers give them on how to improve. Pupils are aware of their current achievement and understand what they have to do to consolidate their learning and improve their progress.
- Questioning is a common feature in all lessons, but it is not always used effectively. In some cases, it does not secure pupils' understanding and limits their progress. However, there are numerous examples seen in lessons of very effective use of questioning. Literacy is an important school priority. There has been a comprehensive literacy audit and all staff received relevant training. Opportunities for developing writing are included across the curriculum and appear, for example, in subjects such as science. Reading, literacy and numeracy puzzles are used during form time. Pupils are articulate during question and answer sessions in lessons and their oral skills are supported by activities such as organised debates. A similar initiative is in place for numeracy, including an audit and training.
- Pupils are clearly enjoying reading. They are confident and fluent when reading to class or peer groups. They are able to read challenging texts securely and are provided with a range of books to enhance their skills. The teaching of mathematics is good, as a clear improvement in pupils' progress indicates.

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

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- School leaders have created a very strong culture where the safeguarding of pupils is at the heart of all of

its work. School systems for keeping pupils safe are clear and rigorous and swift action is taken to resolve any issues.

- High-quality impartial careers guidance is provided for all pupils and learners in the sixth form. The school received the Careers Kite Mark for its work and has been approached by other schools to be a model of good practice. Careers guidance is carefully modelled to meet the needs of specific age groups and includes the involvement of external specialists. Information is provided on apprenticeships, as well as routes into further education. Pupils who are potentially at risk of not being involved in sustained education, employment or training are identified as early as Year 9 and receive appropriate support. This support is successful because by the time they leave the school very few fail to take up one of these options. They are well prepared for the next stages of education, employment or training.
- Mutual respect, tolerance and high-quality relationships are very strong features of the school's work. Discrimination is not tolerated by pupils or staff. One pupil said 'We are not a school that experiences racism or homophobia'.
- Pupils feel extremely safe in the school and this view is overwhelmingly endorsed by parents. Staff are well aware of pupils' needs and support pupils well in their development. Pupils are very well supervised at all times and very much encouraged to support each other.
- There are very strong opportunities for pupils to develop their leadership skills. Examples include the wide participation in the Duke of Edinburgh Award scheme, membership of the school council and the elections for head boy and head girl. Pupils believe their concerns are heard and this has resulted, for example, in improvements in the e-canteen provision.

### Behaviour

- The behaviour of pupils is good.
- Pupils' conduct in lessons and social times is good. Movement around a challenging site is calm and orderly. Pupils fully respect their environment. Pupils, parents and staff all believe behaviour is good at the school.
- Pupils' attitudes to learning are positive. They enjoy lessons, come prepared to learn and take pride in their work. Their presentation of work is good.
- Pupils are fully aware of the school's culture of good behaviour. They understand and endorse the clear guidelines given in the behaviour policy. Pupils are also expected to take full responsibility for their own actions. One pupil stated 'there is zero tolerance for any nonsense'.
- Pupils state that bullying is rare. This is demonstrated by school documentation, which also indicates the rigour of action taken when it occurs. Pupils understand types of bullying, including homophobic and cyber bullying. Their knowledge of bullying is enhanced through the curriculum and in assemblies.
- Attendance is broadly average, but shows sustained improvement. The school has been successful in improving the attendance of some key groups, such as those who speak English as an additional language and pupils who have special educational needs or disability. Carefully devised strategies are employed to support the attendance of disadvantaged pupils. These strategies, also used successfully with other groups, include a clear action plan and close working with parents. Evidence from numerous case studies indicates that these strategies are having a clear impact and that the attendance of disadvantaged pupils is demonstrating good improvement.
- There have been no permanent exclusions over time. Fixed-term exclusions have also reduced and especially for certain groups, such as pupils who have special educational needs or disability.

### Outcomes for pupils

are good

- Pupils enter the school with higher than average standards over time and in 2014 obtained overall broadly average GCSE results. However, in 2015, the proportion of pupils achieving five or more A\* to C grades including English and mathematics improved significantly and was well above the national average. The more effective monitoring, assessment and much improved teaching have supported this improvement. Current assessment information and evidence gathered during the inspection from pupils' work in books and in lessons that indicate the same results will be achieved in 2016. This demonstrates that improvement is being sustained. The small number of pupils who took vocational courses achieved at least a pass grade.
- In 2015, the proportion of pupils making expected progress in English was well above national expectations. The proportion making more than the expected progress was in line with the national

average. This again represents clear improvement since the last inspection. The proportion of pupils making expected progress and more than expected progress in mathematics were both high compared to the national average. Current performance information and inspection evidence indicate that this performance will be sustained in 2016. Further, an improvement in the proportion of pupils making better than expected progress in English is also being predicted.

- Pupils with special educational needs or disability make good progress in line with their peers. Their needs are clearly identified and effective support is implemented to assist their learning. Pupils who speak English as an additional language make good progress across all year groups.
- The progress of disadvantaged pupils has improved over time, but in 2015, the gaps between their achievement and that of their peers remained, particularly in mathematics. The school has given this issue a very high priority and is monitoring it very closely. Current assessment information for disadvantaged pupils shows that gaps in achievement are continuing to close further in all year groups. Pupils from all ability groups make good progress across the school.
- Pupils who enter the school with below average standards in English and mathematics receive effective support to help them improve. The Year 7 catch-up funding is used to employ an additional member of staff to provide small-group support in both literacy and numeracy. These pupils also received teaching from a specialist in mathematics. The result was that this group made good progress from their starting points both in English and mathematics.

## 16 to 19 study programmes

are good

- The leadership of the sixth form is good. Leaders set high expectations for both learners' attendance and quality of work. They carefully track learners' progress and intervene well to support those falling behind.
- Learners comment positively about the range of courses available to them and how they are designed to meet their individual needs. They are appreciative of the advice and support given to them in course selection and the ability to refine their choices. They also welcome the high-quality careers advice and guidance they receive from the school and external sources. As a result, the proportion of learners who completed their courses and went on to further education was above the national average in 2015.
- Learners who enter the sixth form without a grade C in English and mathematics retake GCSEs. They are well supported to help them achieve this standard and success rates are above the national average.
- Outcomes at both A and AS levels have improved over time. Previously results were broadly average, and the school's assessment information and other inspection evidence indicate that results at both A and AS level are predicted to be above average. Progress at A level is also improving. Again, although the proportion attaining A level has been in line with the national average, secure assessment evidence indicates that this proportion is likely to be above average this year. All groups of learners make good progress. However, the progress of the most-able learners is not yet as strong as other groups.
- Learners value their work and attendance is high. They are very punctual to lessons. Learners value the contribution the sixth form makes to their growth as individuals, especially as mentors and advisers to younger pupils. They are well prepared for future life in modern Britain and their personal development programme ensures they understand how to keep safe. Learners have opportunities to sample employment, such as volunteer work in a local charity shop and soup kitchen.
- Teaching, learning and assessment in the sixth form are good. Detailed feedback and advice across subjects help learners to improve. However, lessons do not always ensure that learners, particularly the most able, are provided with work to enable them to make maximum progress. There is some variation in the quality of teaching in subjects. Leaders are aware of these issues and have taken steps to address them. As a result, teaching continues to improve.
- Learners who speak English as an additional language make good progress in all year groups. Learners with special educational needs or disability make good progress in line with their peers. Their needs are well recognised and effective support is put in place to support their learning. Disadvantaged learners make good progress.

## School details

<b>Unique reference number</b>	137678
<b>Local authority</b>	The Royal Borough of Kingston upon Thames
<b>Inspection number</b>	10011898
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	1,072
<b>Of which, number on roll in 16 to 19 study programmes</b>	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marcus Baines
<b>Headteacher</b>	Maggie Bailey
<b>Telephone number</b>	020 8339 4500
<b>Website</b>	<a href="http://www.hollyfield.kingston.sch.uk">www.hollyfield.kingston.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@hollyfield.kingston.sch.uk">office@hollyfield.kingston.sch.uk</a>
<b>Date of previous inspection</b>	6–7 February 2014

## Information about this school

- This is a larger than average size secondary school.
- The majority of pupils and learners are White British.
- The proportion of pupils from a range of other ethnic groups are each below average. The second largest minority ethnic groups are from 'other White background'.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is broadly average.
- The proportion of pupils who have special educational needs or disability is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' performance at GCSE.
- The headteacher is also the head of a neighbouring outstanding secondary school. Both schools work very closely together.
- The school sends some pupils to the pupil referral unit managed by the local authority. The provision is currently judged as good overall.

## Information about this inspection

- Inspectors observed 36 lessons, of which 10 were joint observations with school staff. Inspectors looked at work in pupils' books.
- Inspectors observed the start and end of school, break and lunchtimes, registration, an assembly and a range of lunchtime and after-school clubs.
- Formal meetings were held with pupils, staff, representatives of the governing body and the school improvement partner. Inspectors analysed 255 responses to the online questionnaire, Parent View, and scrutinised 51 responses to the staff questionnaire.
- A range of school documentation was examined, including current performance information, development planning and self-evaluation.
- Inspectors also looked at documentation relating to safeguarding, risk assessments, minutes of governing body meetings, staff performance against targets, pupils' attendance and exclusion information.

## Inspection team

Michael Merva, lead inspector	Ofsted Inspector
Rebecca Allott	Ofsted Inspector
Ian Wilson	Ofsted Inspector
Samuel Hainey	Ofsted Inspector



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