

Hollywood Primary School

Pickenham Road, Hollywood, Birmingham, West Midlands B14 4TG

Inspection dates

11–12 June 2019

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

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have an accurate view of the quality of education the school provides. They are reflective leaders who are committed to improving standards across the school.
- The new assessment systems are helping teachers to focus more specifically on pupils' progress. However, assessment information is not yet used rigorously to support improving outcomes for disadvantaged pupils.
- Attainment at the end of key stage 1 improved last year. It is rising at the end of key stage 2 and is now closer to the national average.
- Increasingly effective support means that disadvantaged pupils are currently making better rates of progress. However, they still have a way to go to catch up with other pupils nationally.
- Teaching is consistently effective in all years. Teachers use their strong subject knowledge to plan activities that interest and engage pupils and help them to learn. Occasionally, teachers do not allow pupils to independently review or reflect on their learning.
- Pupils behave well in class and around the school. They are courteous, polite and keen to do their best, and enjoy coming to school.
- Leaders work hard to encourage pupils' spiritual, moral, social and cultural development, which is promoted well through the curriculum and the school's values. As a result, pupils are well prepared for life in modern Britain.
- The school is a happy and welcoming community. Relationships are positive, and staff look after pupils well. Pupils trust their teachers and other adults and feel safe. However, some pupils do not understand how to keep themselves safe on the internet.
- Children do well in the Reception classes and develop into confident and independent learners who are ready for the challenges of Year 1. Sometimes, adults do not have high enough expectations of children's handwriting. As a result, some children do not form their letters correctly.
- The curriculum enables pupils to make gains in subject-specific knowledge. However, this is not the case for the development of skills progression across the curriculum in all subjects.
- Occasionally, pupils are not sure what they are learning or what is expected of them.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment, and thereby strengthen pupils' outcomes by:
 - supporting disadvantaged pupils further to address gaps in their knowledge and skills so that more of these pupils make good progress
 - providing more opportunities for all pupils to work independently and take ownership of their learning
 - ensuring that pupils know what they are learning and how they will be successful.
- Improve the quality of leadership by:
 - embedding the recent developments in whole-school assessment systems so that they are more systematically used by all leaders and staff to support improving outcomes for pupils who are disadvantaged
 - ensuring that the curriculum incorporates opportunities for pupils to acquire and retain subject-specific skills.
- Further improve the provision for early years by ensuring that adults consistently have high expectations of children's letter formation.
- Further develop pupils' understanding of how to keep themselves safe when using the internet.

Inspection judgements

Effectiveness of leadership and management

Good

- Following the previous inspection, school leaders have actively sought advice to bring about rapid improvements. They have worked well with the local authority and other outside agencies to develop systems that support strategic leadership. This means that leaders are now starting to be more focused on evaluating the impact of initiatives they have introduced. As a result, pupils are now making better progress in reading, writing and mathematics, and the quality of teaching and learning has improved.
- Leaders have introduced clear assessment systems to track and monitor the progress pupils make from their starting points. However, there is still scope to ensure that leaders use the information they gather to carefully track the progress of disadvantaged pupils.
- Leaders carry out regular checks on the quality of teaching. They make accurate evaluations that help teachers to focus on aspects of their practice that need to improve.
- Leaders have reviewed the way they evaluate and spend the pupil premium funding. As a consequence, they now use this funding well to provide disadvantaged pupils with support that is tailored to their individual needs. They now check to ensure that this additional support is making a positive difference to disadvantaged pupils' outcomes. However, gaps in pupils' knowledge and skills remain, due to weaker teaching in previous years.
- Leaders, including governors, have responded effectively and swiftly to the areas for improvement identified in the previous inspection. Consequently, the school has improved. For example, phonics teaching has been adapted effectively to engage both boys and girls so as to reduce any differences between their progress and attainment.
- The school's curriculum maps show coverage of knowledge across subject areas. Pupils benefit from a wide range of visits and experiences that enhance their understanding of the topics they study. However, skills development is less well constructed and has not yet been fully planned across all subject areas. As a result, the breadth and depth of the curriculum offered does not ensure that pupils cover all the skills required in the national curriculum.
- Senior leaders have been successful in their work to improve pupils' achievement in writing. Pupils' outcomes at the end of Year 6 are now better than previously because of improved teaching in this subject.
- The primary physical education (PE) and sport funding is used extremely well. Pupils take part in a wide range of sporting activities, golf, archery and multi-skills, both during the school day and after school. All pupils do swimming lessons and, as a result, the vast majority of pupils can swim 25 metres by the end of Year 6.
- The majority of parent who spoke to inspectors or who responded to the online questionnaire, Parent View, reported that their children feel happy and safe at school.

Governance of the school

- Governors have the skills and knowledge to support and challenge leaders appropriately. They provide a high level of challenge and support for school leaders and they are ambitious for pupils to succeed. They hold leaders to account for all aspects of the school's performance and check carefully that leaders' actions to improve the school are working.
- The governing body knows how leaders use additional funding. The link governor for pupil premium monitors the impact of this funding on improving disadvantaged pupils' outcomes. Similarly, governors check that the primary PE and sports funding is making a difference to pupils' participation in physical activity.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all staff and governors are well trained and skilled in safeguarding matters. There is a strong and vigilant culture of safeguarding to ensure that pupils are safe, protected, healthy and happy in school.
- Leaders ensure that the safeguarding of pupils is a high priority. Leaders provide regular training for staff in many aspects of safeguarding. Consequently, staff understand their responsibilities and report any concerns they have promptly.
- Governors understand their safeguarding responsibilities, because they receive child protection training.

Quality of teaching, learning and assessment

Good

- Leaders have introduced several new approaches to the teaching of mathematics, writing and reading. While they are clearly showing a positive impact on outcomes, these approaches are not yet fully embedded across the school.
- Across the school, leaders and teachers have established a positive learning culture. Relationships between adults and pupils in all classes are strong. Pupils have good attitudes to learning and want to do well. Teachers have secure subject knowledge and use this well to plan pupils' learning effectively. Sometimes, however, teachers do not pay close enough attention to making sure pupils know what they are learning in lessons or what they need to do to be successful in their learning. This can slow progress, as pupils complete tasks that do not move their learning on or support the practice of key skills.
- The teaching of mathematics has improved over the last year. Teachers now give the pupils more opportunities to demonstrate their understanding of mathematical language and apply their problem-solving skills. As a result, pupils, particularly disadvantaged pupils, are making stronger progress in mathematics.
- The teaching of phonics is effective. Pupils enjoy their phonics sessions and use their knowledge and skills to spell and read unfamiliar or difficult words. Pupils enjoy reading and have many opportunities to read and discuss a range of texts. Older pupils understand the link between reading, increasing their vocabulary and better writing.

- Teaching assistants give effective support to disadvantaged pupils and pupils with special education needs and/or disabilities (SEND). This is because they know these pupils well and match work closely to their individual needs.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils state that they feel safe and that bullying is very rare. They are confident that adults will support them, should they have any concerns. Although pupils are taught how to keep themselves safe, not all pupils are secure in their understanding of how to keep themselves safe when they are online.
- Pupils have a good understanding of how to stay healthy. They enjoy the wide range of sporting opportunities offered through clubs and PE lessons.
- Pupils have an excellent knowledge and understanding of human rights and British values in relation to democracy or individual liberty. They are able to confidently talk about these rights and values and how they affect their daily lives as members of the school and wider community.
- Effective work by teachers and teaching assistants helps pupils to understand themselves and their emotions better. As a result, pupils gain self-confidence and feel supported.
- In previous years, the school had a high level of fixed-term exclusions relative to the number of pupils on roll. The school has been very successful in reducing the number of fixed-term exclusions this year. Leaders have tracked behaviour closely and worked with pupils at risk of exclusion to ensure that their individual needs are met and they stay in school and continue to learn.
- The breakfast club provides a positive start to the day, creating an enjoyable opportunity for pupils to socialise with different age groups. Pupils are well cared for and carefully supervised.

Behaviour

- The behaviour of pupils is good.
- The conduct of pupils in lessons and around the school at breaktime and lunchtime is good. Pupils respect adults and each other. Pupils are happy in school and work well together in class.
- Leaders and staff share high expectations of pupils' behaviour. They have established clear routines to promote good behaviour through the school's rights-respecting values, linked to the school's UNICEF Rights Respecting Schools Award. Pupils understand these values and say that there is little poor behaviour in school.
- Procedures for managing and analysing behaviour are well organised. Leaders record incidents and put in place clear actions to effectively address any concerns.
- Leaders' actions to ensure that pupils attend school regularly and on time have a

positive effect. School records show that attendance is in line with the national average.

- Pupils are well supported in the resource base. Staff have established clear routines to promote good behaviour. They build pupils' confidence by providing opportunities for them to share their learning with each other.

Outcomes for pupils

Good

- Attainment at the end of key stage 2 in 2018 was not as high as the national average in reading and mathematics. However, the number of pupils reaching the expected standard in writing is now in line with the national average. This is due to the consistent approach leaders have introduced across the school to teaching pupils how to edit their work. Pupils are able to refine their punctuation and improve their vocabulary choices.
- While attainment is improving in reading, writing and mathematics, not enough pupils attain the expected standard in reading and mathematics at the end of key stage 2. Current pupils' workbooks demonstrate that progress in reading and mathematics is improving. This is because more pupils are now given opportunities to develop their reasoning skills in mathematics. In reading, pupils have more opportunities to develop their comprehension skills by exploring the meaning of words within the text they are studying.
- In 2018, disadvantaged pupils' attainment at the end of key stage 2 was well below that expected of other pupils nationally. Only half of these pupils were well prepared for the next stage of their education. Leaders have taken decisive action to address this. As a result, disadvantaged pupils are currently making similar progress to other pupils in the school and, as a result, attainment is rising. However, gaps between the attainment of these pupils and other pupils nationally remain because, in the past, these pupils did not have the support they needed to keep up with their peers.
- Teaching in the resource-base provision for pupils with SEND is effective. There are strong relationships between the staff and the pupils, and the staff have an excellent understanding of each pupils' individual needs. As a consequence, these pupils behave well and make secure progress in their learning.
- Similarly, pupils with SEND across the school make strong progress from their different starting points.
- Outcomes in key stage 1 have improved since the last inspection, and more pupils are now attaining the average and higher standards in reading, writing and mathematics.
- Pupils in Year 1 demonstrate secure decoding and blending skills. They learn basic letter sounds and apply these in the early stages of independent reading and writing. As a result, the proportion of pupils achieving the required standard in the Year 1 phonics screening check is in line with the national average.

Early years provision

Good

- Children enter the early years with skills and abilities broadly in line with those for their age. In 2018, a higher than average proportion of children achieved a good level of development. Strong teaching ensures that children make good progress across the early years. As a result, the children are well prepared for their move to Year 1.
- The early years leader provides strong leadership and has an accurate picture of the strengths and weaknesses in provision. Additional funding for disadvantaged children and children with SEND is used effectively and learning needs are identified early. This ensures that these children also make good progress.
- Adults develop children's early reading and writing skills well through the effective teaching of phonics. Children understand the need to apply their phonics skills to spell and write words. However, at times they are not encouraged to ensure that they are forming their letters correctly. This can make their writing untidy and difficult to read.
- Adults make careful assessments of children's learning and carefully match activities to children's needs. As a result, children benefit from a range of stimulating adult-led and child-initiated activities in a well-planned curriculum.
- Adults ensure that children are kept healthy in activities they find enjoyable and interesting. For example, children enjoyed a physical education lesson in which they were learning how to 'log roll'. During this session, they were given time to practise and refine their rolls. They enjoyed showing good control of their bodies and demonstrated that they could follow guidance to help improve their performance.
- Leaders and staff work in close partnership with parents, informing them of their children's progress and providing workshops and newsletters to help them support their children's learning. Parents share their children's achievements at home by adding to the online assessment system the school uses.
- Children are kept safe, because adults diligently observe welfare and safeguarding requirements. Staff are caring, know the children well and ensure that routines and expectations are established and clear. As a result, children play happily with others and are well-behaved.

School details

Unique reference number	103314
Local authority	Birmingham
Inspection number	10088467

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	431
Appropriate authority	The governing body
Chair	Simon Richards
Headteacher	Simon Dix
Telephone number	0121 675 7711
Website	www.hollywoodprimaryschool.co.uk/
Email address	enquiry@hollywood.bham.sch.uk
Date of previous inspection	15–16 November 2016

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disadvantaged pupils is in line with the national average.
- The proportion of pupils with SEND is below the national average.
- The proportion of pupils who have statements of special educational needs or education, health and care plans is above average.
- The school has a specialised autism spectrum disorder resource-base provision on site, catering for 12 primary-aged pupils.
- The school runs a breakfast club and after-school club for pupils.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. Some of the observations were carried out jointly with the headteacher, deputy headteacher and both assistant headteachers.
- The inspectors scrutinised work in pupils' books and listened to pupils read. They met with a group of pupils to gain their views of the school. The inspectors observed pupils' behaviour at social times, as well as in lessons.
- Meetings were held with the headteacher and the deputy headteacher, as well as other senior and middle leaders. The lead inspector met with five members of the local governing body, including the chair of governors. She also met with the local authority school improvement representative.
- The inspectors looked at a range of documentation. These included: assessments and records of pupils' progress; the school's checks and records relating to safeguarding, child protection and attendance; records of how teaching is monitored; and the school's improvement plans.
- Inspectors took account of the 76 responses to the Ofsted online questionnaire, Parent View, and the 39 free text responses received from parents during the inspection. They also spoke to parents before school. There were no responses to Ofsted's online pupil questionnaire. Inspectors considered the 41 responses to Ofsted's online staff questionnaire.

Inspection team

Kerry Rochester, lead inspector	Ofsted Inspector
Gareth Morgan	Ofsted Inspector
Linda McGill	Ofsted Inspector
Justine Lomas	Ofsted Inspector

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