

Inspection of a school judged good for overall effectiveness before September 2024: The Hollyfield School and Sixth Form Centre

Surbiton Hill Road, Surbiton, Surrey KT6 4TU

Inspection dates: 13 and 14 May 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Amy Jackson. This school is part of the Every Child, Every Day Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ash Ali, and overseen by a board of trustees, chaired by Bill Watkin.

What is it like to attend this school?

Pupils and staff are very happy to be part of this diverse and thriving school. Pupils feel safe and well cared for. Pupils achieve very well in their examinations. This is because the school delivers an ambitious and balanced curriculum, underpinned by the highest expectations for all pupils. This includes the popular and successful sixth form.

Parents and carers value the strong emphasis placed on their children's personal development, as well as academic excellence. Pupils with special educational needs and/or disabilities (SEND) make very strong progress through the curriculum and play a full part in the life of the school.

Pupils' behaviour is exemplary, and they demonstrate exceptional attitudes to learning. Relationships between staff and pupils are respectful and courteous. Support for pupils' mental health and well-being is very strong. Pupils know there is always an adult to speak to if they have any concerns. Pupils value their learning and relish the other important opportunities the school provides. These include many creative, sporting and performance activities.

Staff prepare pupils exceptionally well for life in modern Britain. Pupils have a strong sense of community and the importance of 'giving back' to society. For example, students in the sixth form support younger pupils who are less confident about reading.

What does the school do well and what does it need to do better?

The school has embedded a broad and rich curriculum across all year groups. Staff are determined every pupil should succeed and develop an independent voice. The curriculum is carefully sequenced and provides pupils with meaningful opportunities to deepen their learning. For example, in English, pupils apply their knowledge about historical events, such as the fight for social justice, to enhance their understanding of literary texts. They enjoy debating sensitive and thought-provoking issues.

Staff have a shared understanding of how pupils learn. They use this in lessons to ensure that pupils achieve their full potential. Teachers provide frequent opportunities for pupils to revisit and build on prior learning. They check understanding consistently and address misconceptions immediately. This enables pupils to respond in more depth and make rapid progress through the curriculum. The school has implemented the curriculum in the sixth form exceptionally well.

The school makes highly effective use of information to ensure pupils have the additional support they need. For example, weaker readers are identified swiftly, and appropriate interventions are put in place to help them become confident and fluent readers. The individual needs of pupils with SEND are well known by those who work with them. Teachers adapt their teaching expertly to ensure pupils with SEND can access the ambitious curriculum.

Leaders are highly reflective. This supports their continuous drive for improvement. Since the previous inspection, the school has focused on pupils' attitudes to learning and behaviour. As a result, pupils now work confidently and with maturity. Pupils take great pride in their work. The quality of pupils' work in books is often exceptional.

There is a broad and well-thought-out personal development programme. Sensitive subjects are taught in an age-appropriate way. Pupils have a strong understanding of fundamental British values, including why equality and tolerance are so important. The school thrives on respect and organises celebratory events, such as the recent 'culture day' to celebrate its diversity. Pupils are articulate and respectful when discussing different faiths and cultures.

The school has enriched the taught curriculum with a range of additional activities and visits. Pupils visit different museums, galleries and other places of interest to bring their learning to life. Pupils enjoy these activities and can see how they make their learning more relevant. The school goes out of its way to listen to pupils, including those who are the most vulnerable.

From Year 7, pupils access an aspirational careers programme. They learn about employment, university and vocational routes. Students in Year 12 take part in meaningful

work experience. The school makes excellent use of alumni, external speakers and careers events to ensure students have high-quality interactions with employers and higher education institutions.

There is a strong focus on pupils attending school and being punctual. As a result, attendance is in line with national averages and is improving. The school manages any issues with absence robustly, working with families and external agencies when necessary to get the right support in place.

Trustees and governors know their school very well. They are proud of its inclusive ethos and strong outcomes. They ensure that leaders are both challenged and supported. They are mindful that decisions take into account the workload of staff and leaders. Staff are remarkably proud to work at the school and have a shared commitment to achieving the best outcomes and life chances for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137678
Local authority	Kingston upon Thames
Inspection number	10366927
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,173
Of which, number on roll in the sixth form	229
Appropriate authority	Board of trustees
Chair of trust	Bill Watkin
CEO of the trust	Ash Ali
Headteacher	Amy Jackson
Website	www.hollyfield.kingston.sch.uk
Dates of previous inspection	10 and 11 March 2020 under section 8 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for pupils with SEND, catering for up to 20 pupils with speech, language and communication needs.
- The school uses one alternative provision which is registered and two which are unregistered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Year 8 to 13 with information and engagement about approved technical educational qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior staff.
- An inspector met with trustees and members of the governing board as well as the chief executive officer.
- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- Inspectors spoke with several groups of pupils and observed their behaviour at breaktime and lunchtime. They also reviewed and considered pupils' responses to the online pupil survey.
- Inspectors met with groups of staff and considered the opinions expressed through the staff survey.
- Inspectors took account of the views of parents shared through the online survey for parents, Ofsted Parent View.

Inspection team

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