

# Inspection of Holly Lodge Girls' College

140 Mill Lane, West Derby, Liverpool, Merseyside L12 7LE

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Inspection dates: 5–6 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Pupils enjoy coming to Holly Lodge. They feel safe and well cared for. Pupils value the support that they receive from their teachers. They are respectful to each other and to staff.

Teachers have high expectations of pupils. They help pupils to aim high by using examples of successful women through history. Pupils are considerate and polite. They work hard in their lessons and standards of behaviour around the school are good. Bullying is rare. When it does happen, staff deal with it quickly and effectively.

There are many clubs and activities for pupils to engage in. These include a wide variety of sporting clubs. Pupils also engage in a number of science, technology, engineering and mathematics (STEM) activities both in school and out. Pupils are encouraged to participate in trips both locally and internationally. For example, a group of sixth form students went to Oxford University for an open day. Also, a group of pupils went to Normandy on a joint French and history trip.

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

Since the previous inspection, pupils' achievement in external examinations has improved at the end of both key stage 4 and the sixth form. This is particularly the case in science.

The recently appointed special educational needs coordinator (SENCo) has given teachers guidance on how to support pupils with special educational needs and/or disabilities (SEND). Teachers feel more confident that they can help these pupils during learning. Pupils with SEND are beginning to make more progress as a result.

Pupils demonstrate their commitment to their learning with high levels of attendance and punctuality. The proportion of pupils that are temporarily excluded from school is below the national average. Learning is seldom disrupted by poor behaviour.

Leaders have improved the curriculum. Previously, the curriculum at key stage 3 did not enable pupils to study subjects in enough depth and breadth. Pupils were left with gaps in their knowledge. They were not fully prepared for their learning at key stage 4 and beyond. For example, some pupils did not have the opportunity to learn and use the past tense in French. Leaders now have well-developed plans to ensure that all pupils have access to the learning that they need.

Teachers have been given time to develop the curriculum across all key stages including the sixth form. Across all subject areas the curriculum is carefully ordered so that pupils' learning builds on previous knowledge. Teachers help pupils to remember more by revisiting learning.

Teachers help pupils to make links across other areas of the curriculum. For example, in English, teachers have worked closely with history teachers. This means that pupils can make links between the work that they have done in history when they study literature about the First and Second World Wars.

Leaders have developed an English curriculum that is focused around challenging texts across all key stages. Pupils enjoy reading these texts during their learning. Despite this, many pupils do not read beyond their English books. Leaders have recognised this. Opportunities to promote pupils' wider reading are beginning to be developed. However, it is too early to see the impact.

Pupils' personal development is a high priority for leaders. They ensure that pupils know how to keep themselves safe when online. Pupils learn how to stay fit and eat healthily. Pupils' mental health is well supported. Tolerance and respect are the core of the school values. Pupils learn about a range of different cultures with a particular focus on the rights of women. Democracy is promoted through the school council.

Leaders work with a neighbouring school to provide a broad range of subjects in the sixth form. Students can select from a range of academic and applied subjects. Students on applied courses achieve well. Although students do not achieve as well in their academic subjects, this is improving. Students receive high-quality careers advice and move on to appropriate higher education, employment or apprenticeships.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to protect pupils. They understand the school's safeguarding procedures. They are aware of the need to share any concerns. They do so promptly.

Pupils feel safe and cared for. There is always somebody to talk to when they need help. Pupils know how to keep themselves safe both online and in the community.

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

### **(Information for the school and appropriate authority)**

- Leaders and governors must continue with their plans to improve the curriculum at key stage 3. Having identified where previously knowledge and content were reduced, they must now address these gaps. Leaders must ensure that all pupils have access to learning that matches the breadth and ambition of the national curriculum.
- Leaders should build on the work that they are doing to promote reading so that pupils are encouraged to read more widely outside of their English lessons.

The transition arrangements were used on this inspection to confirm that pupils benefit from a good quality education.

## **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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	104688
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10110881
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	815
<b>Of which, number on roll in the sixth form</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Vanessa Murray
<b>Headteacher</b>	Andrew Keen
<b>Website</b>	<a href="http://www.hollylodge.liverpool.sch.uk/">www.hollylodge.liverpool.sch.uk/</a>
<b>Date of previous inspection</b>	23–24 May 2017

## Information about this school

- The school currently uses alternative provision at Harmonize Academy to contribute to the education of a small number of key stage 4 pupils.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we spoke with pupils about their work and school life. We held meetings with senior leaders, governors, subject leaders and the school improvement partner from the local authority.
- We reviewed documentation, which included leaders' evaluation of the school's strengths and areas for improvement, and the school development plan. We scrutinised information about attendance and behaviour.

- We considered the views expressed by parents and carers in the 55 responses to Ofsted’s online survey, Ofsted Parent View, as well as parents’ comments received via the free-text facility on Ofsted Parent View. We considered the 141 responses to a questionnaire for pupils and the 67 responses to a questionnaire for staff.
- We reviewed a range of documentation about the school. This included information about safeguarding, including the school’s record of checks undertaken on newly appointed staff and support for pupils. We also spoke to representatives of the alternative provision used by the school.
- We focused deeply on science, English, art and French during the inspection. We met with subject leaders, visited lessons, spoke with pupils, met with teaching staff and looked at pupils’ work. We also considered other subjects as part of the inspection.

### **Inspection team**

Erica Sharman, lead inspector

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