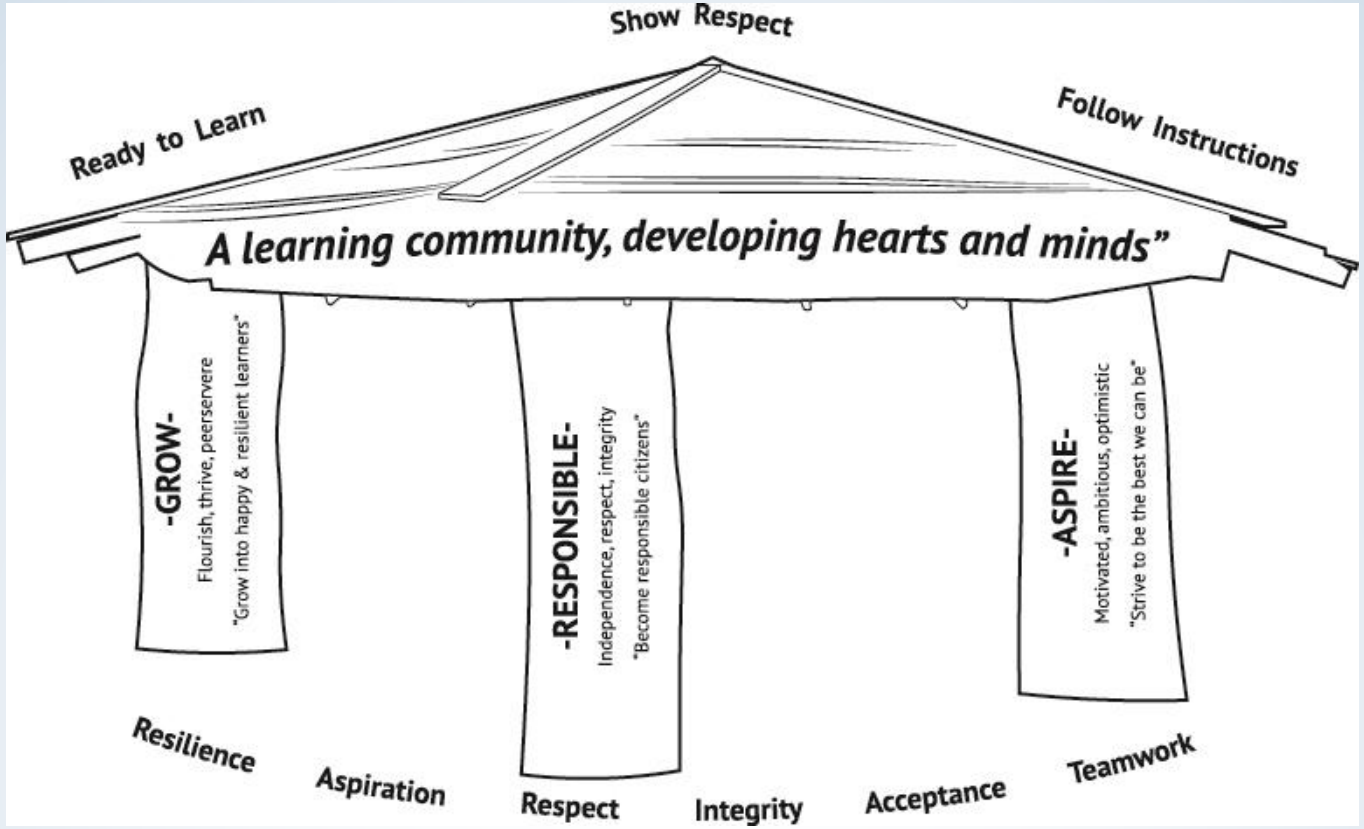


Hollingbourne Primary School

Ofsted

We are delighted with the positive observations made when Ofsted recently visited (please see full report).

The following document outlines the actions and next steps we believe important in our school development journey.

Achievement

- **Ofsted said…**

"Published outcomes have varied over time. Outcomes in mathematics and the Year 4 multiplication tables check have been weaker than leaders expected. Leaders have rightly prioritised these areas, and pupils are now developing greater confidence and fluency. Improved phonics outcomes provide evidence that recent actions have had a positive impact."

As a result we are:

Focusing on maths in the school development plan. We continue to embed mastery in maths and will begin our mastery in number in Early Years and Key Stage 1. Multiplication is a key focus in the school development plan

What can parents do to support?

Please take a look at our calculation policy so you can see the methods we are using to teach your child calculations. This will support you when helping your child with homework.

Please help your child to learn their times tables. Regular practice and repetition helps children retain their tables in their long-term memory!

Attendance and Behaviour

- **Ofsted acknowledged**

The school's hard work to support attendance. However, as attendance remains below national averages it stopped us from having a ***'strong'*** judgement in this area.

As a result we are:

Continuing to support and challenge attendance.

What can parents do to support?

Please refrain from taking your child on term time holidays!

Please arrange non- urgent appointments outside of school time wherever possible.

Curriculum and Teaching

- **Ofsted said…**

"Some pupils do not develop vocabulary, handwriting and mathematical knowledge securely enough to support future learning. Leaders have introduced agreed approaches to teaching and assessment and have established a clear direction for staff. These approaches are increasingly embedded across the school. Leaders recognise that there is still scope to strengthen consistency further, particularly in ensuring that effective practice is reflected routinely across all subjects and classes."

As a result we are:

Ensuring consistency of approach between all adults who work with children. We are also supporting consistency of approach with agreed schemes by sharing good practice and monitoring carefully.

What can parents do to support?

Please support your child to complete their homework, as this is helping to reinforce basic skills in maths, handwriting and reading.

Early Years

- **Ofsted said…**

"There are times when adult interactions with children do not consistently address individual next steps, particularly for children with the greatest needs."

As a result we are:

Strengthening consistent practice and providing professional development to ensure a consistent approach to agreed schemes.

What can parents do to support?

Please keep adding to 'Evidence me' so this helps us build an accurate picture of what your child is capable of at home.

Inclusion

- **Ofsted said…**

"Adaptations are not implemented with the same level of confidence and precision in every classroom, particularly where pupils require more bespoke support."

As a result we are:

Providing professional development for staff to look at task design and appropriate adaptation so that this is meaningful and consistent so that all children are provided with appropriate tasks which enable them to access learning independently.

What can parents do to support?

Continue to engage in meetings with Miss Wright so that we can keep developing a shared understanding of your child's needs and the support they require.

Our school development priorities for 2026-27 are:

- KEY ISSUE 1: Improve pupils' times tables fluency to raise attainment and close gaps with national averages
- KEY ISSUE 2: Improve spelling in English and across the curriculum
- KEY ISSUE 3: Improve children's foundational maths knowledge by implementing mastery in number in EYFS/KS1
- KEY ISSUE 4: Improve consistency of learning task design to ensure access for all