

Holly Lodge Primary School

Inspection report

Unique Reference Number	125046
Local Authority	Surrey
Inspection number	359827
Inspection dates	28–29 March 2011
Reporting inspector	Alison Cartlidge

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Paul Richardson
Headteacher	Shalini Norman
Date of previous school inspection	6 November 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspection team observed 20 lessons taught by 16 teachers. Meetings were held with members of the governing body, parents, staff and pupils. The inspection team observed the school's work and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 189 parents and carers and 102 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It looked at the way teaching and the curriculum are increasing pupils' progress, especially in mathematics and for the more-able.
- It looked at how well teachers use assessment and marking to plan work and to challenge pupils.
- It looked at the impact of all leaders, including the governing body, in driving improvement in teaching, learning and pupils' progress.
- It looked at how well pupils with special educational needs and/or disabilities are supported, especially in mathematics.
- It looked at the impact of a recent focus on writing on pupils' enjoyment and progress.

Information about the school

This is a larger-than-average-sized primary school. Most pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is low. A broadly average proportion of the pupils has special educational needs and/or disabilities. These pupils have a range of needs, including specific learning and emotional and behavioural difficulties. Children in the Early Years Foundation Stage are taught in two Reception classes within a unit.

Five new teachers have joined the school since September. The after-school club held on the school site is run by a private provider and was not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Pupils receive a satisfactory education and behave well at this socially inclusive school. Good relationships between pupils and members of staff help them to enjoy school and this is reflected in the above-average attendance. As one pupil put it, 'Everyone just gets on with everyone else here.' Children make a satisfactory start to their education in the Reception classes, where a wide range of activities help to make learning interesting. Between Years 1 and 6, pupils build steadily on what they have learnt and make at least satisfactory progress. Attainment by the end of Year 6 is broadly average, with evidence of improvement in the current Year 6. Pupils, especially the more-able, do better in English than in mathematics and science. In English, pupils demonstrate above-average speaking, listening and reading skills. In mathematics, pupils are not consistently expected to work at the level and speed of which they are capable, especially the more-able. Consequently, they do not always learn as much as they could in some lessons. In science, pupils enjoy practical work, but their written accounts of investigations do not explain the scientific reasons for their findings or make enough use of their literacy and numeracy skills. Pupils with special educational needs and/or disabilities make at least satisfactory progress and learn more quickly when taking part in specific support programmes. Pupils enjoy keeping fit and healthy and are good at taking responsibility around the school and as the yellow-capped playtime mentors.

Teaching is uneven between classes and subjects. Teachers and teaching assistants encourage pupils well through praise and use target setting and marking well in English lessons to show pupils how to improve. This is having a positive impact on pupils' enjoyment and progress in writing. There are plans to extend this good practise into mathematics and science, where they are currently less rigorous in increasing learning.

Leaders have ensured that the school has continued to run smoothly during the several changes in staffing. Procedures for self-evaluation are satisfactory and there is a clear understanding of why and how the school needs to develop. All leaders, including the governing body, are committed strongly to continuing to improve provision and pupils' progress. A vast amount of information is collected from the monitoring of the school's work, but this is not analysed and evaluated quickly enough or in sufficient depth to be able to identify potential dips in progress and to rectify them straightaway. Recent improvements in provision and progress in writing and rising attainment in the school demonstrate the school's sound capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Accelerate progress, especially for more-able pupils, in mathematics and science by:
 - providing greater opportunities for pupils to use their literacy and numeracy skills in science
 - making sure pupils give scientific reasons for their findings during investigations
 - using marking and target setting to help move pupils' learning forward.
- Increase the proportion of good or better teaching by:
 - ensuring that work is consistently challenging for all pupils
 - raising expectations of what should be achieved in a lesson
 - helping pupils to take greater responsibility for their own learning.
- Ensure self-evaluation by all leaders, including the governing body, is more robust, by:
 - analysing and evaluating information about provision and progress so that it is easier to see at a glance how well the school is doing
 - demonstrating the impact of interventions and strategies on pupils' progress
 - ensuring that provision and progress are more even between classes and subjects
 - making sure that risk assessment is more rigorous so that all risks are identified and rectified straight away.

Outcomes for individuals and groups of pupils

3

Most children are working at or beyond the levels expected for their age on entry to the Early Years Foundation Stage. Nearly all pupils, including those with special educational needs and/or disabilities, enjoy school and feel that they are helped by members of staff. They appreciate especially the mix of activities that make lessons interesting. For example, pupils in Year 6 enjoyed exploring the properties of magnets in a practical science lesson and, in Year 2, pupils enjoyed using post-it notes to add their facts about animals to a series of lists.

Pupils' achievement is satisfactory, although learning is inconsistent between lessons and subjects. In some mathematics lessons, pupils are not motivated sufficiently to work because the work is not challenging enough. For example, in one lesson on graphs the work was too easy for the more-able and they did not learn as quickly as they should. There is evidence of higher expectations in literacy, with some more-able pupils in Year 2 being encouraged already to use paragraphs in their work. A recent dip in progress between Years 3 and 6 is being rectified and consequently attainment is rising again across the school.

Pupils with special educational needs and/or disabilities make satisfactory progress. They make good progress when the work provided in everyday lessons is matched closely enough to their specific needs.

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Most pupils say that they feel safe at school and know how to stay safe. They know that there will always be someone who will listen to them and in turn they are happy to listen to the views of others. For example, pupils in Year 5 were very sensible and perceptive when sharing their views about Britain's involvement in the Libyan crisis and pupils in Year 2 know what it means to be a good friend. Pupils are pleased to help improve the environment at the local nature reserve. They are increasing their knowledge about other cultures through various topics and links with schools abroad. Pupils are aware of the importance of a balanced diet and enjoy taking part in physical activities. Pupils' satisfactory progress in developing basic skills, along with good aspects of their personal development, prepares them satisfactorily for the next stage of education and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers and teaching assistants manage behaviour positively and use various strategies to involve the pupils. For example, they use 'talk partners' to rehearse answers to questions and use the interactive whiteboards to help explain the purpose of the lesson. In some lessons, especially in mathematics, teachers do not ensure that pupils work consistently at the level and speed that is right for them or have enough opportunity to take the initiative in their learning. Teaching assistants provide some valuable support for groups of pupils, including those with special educational needs and/or disabilities, especially when teachers plan specific tasks to meet their needs.

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The curriculum is developing links between subjects well and supports pupils' learning best in speaking, listening, reading and writing, where recent developments are having a positive impact. Leaders are now focusing on revising provision in mathematics and science so that they meet pupils' needs more accurately. Pupils appreciate the good enrichment opportunities, including a wide range of well-attended clubs.

Good social and health guidance have a positive impact on pupils' personal development and consequently all pupils, including those who are potentially vulnerable, are supported well in their personal development. Academic guidance is developing quickly to become more consistent in mathematics and science.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders are committed towards developing the school following a recent dip in attainment. Several new strategies are starting to make a positive difference to learning, especially in English, and target setting is more challenging. Leaders embed ambition and drive improvement appropriately because they know what the school does well and how it should be improved. Monitoring and evaluation are not always rigorous enough to ensure that strategies are followed consistently by all staff. Leaders promote equal opportunities and tackle discrimination satisfactorily and are aware that more-able pupils could be challenged more. All pupils are included well socially and the school is working to eliminate unevenness in learning and progress, especially in mathematics and science.

The school's safeguarding arrangements are satisfactory. Paperwork and policies are kept meticulously, but assessments are not always sufficiently rigorous to identify and rectify all reasonable risks. All pupils, including those who are finding life difficult, are supported well emotionally and are confident that members of staff will keep them safe.

Members of the governing body have ensured that the school meets statutory requirements. There is an increased rigour in steps they have taken in order to hold the school to account for its actions. The partnership between the school and parents and carers is satisfactory. Parents and carers are positive about the school and make comments such as, 'My child enjoys coming to school and talks enthusiastically about what she is doing.' There are a few gaps in the information provided to help parents support their children at home, particularly with mathematics. The school has good opportunities for pupils to become involved in the local community. For example, they made road safety posters to reduce speeding in the area. They write to pupils in contrasting areas nationally and internationally. These activities are helping to broaden the pupils' awareness of community needs and cultural differences.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress in the Reception classes and attainment is broadly average when children enter Year 1. Members of staff work well as a team to provide a wide range of enticing activities. Next steps in learning are identified but are not always built on in subsequent planning to ensure that all children are challenged enough. For example, one activity comparing the size of two flowers was insufficiently difficult. Children are happy at school, concentrate on the tasks they have been given and behave and work together well. Children have good opportunities to develop their knowledge and understanding of the world because this area of learning is promoted well indoors and outside. For example, children were very excited when digging for worms, labelling their plants and seeing how well they have grown. Occasionally, learning is overly directed by adults and, when this happens, children do not have enough opportunity to take the initiative in their learning.

Leaders are aware that assessments have not always been accurate and are working to make provision more even across the unit so that the changing needs of children can be met. There are some missed opportunities to involve parents and carers more in the assessment process.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers say they are pleased with the school, especially with the way their children are kept safe and happy. The inspection team also found that pupils enjoy school and are kept safe. A few parents and carers expressed concerns over the way behaviour is dealt with and the progress their children make. During the inspection, pupils' behaviour was found to be good. The inspection team found that pupils' progress is satisfactory overall, although more-able pupils could sometimes do better in mathematics and science.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holly Lodge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 189 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	112	59	71	38	5	3	1	1
The school keeps my child safe	106	56	76	40	7	4	0	0
My school informs me about my child's progress	81	43	100	53	7	4	0	0
My child is making enough progress at this school	98	52	73	39	17	9	0	0
The teaching is good at this school	103	54	82	43	3	2	0	0
The school helps me to support my child's learning	86	46	89	47	12	6	0	0
The school helps my child to have a healthy lifestyle	79	42	93	49	10	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	70	37	98	52	5	3	2	1
The school meets my child's particular needs	85	45	85	45	16	8	0	0
The school deals effectively with unacceptable behaviour	67	35	84	44	19	10	11	6
The school takes account of my suggestions and concerns	67	35	94	50	17	9	2	1
The school is led and managed effectively	90	48	86	46	7	4	2	1
Overall, I am happy with my child's experience at this school	110	58	68	36	10	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 March 2011

Dear Pupils

Inspection of Holly Lodge Primary School, Aldershot GU12 5PX

We enjoyed coming to see your happy school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school.

- You do well in English.
- You are polite and enjoy coming to school.
- You keep healthy and help each other at playtimes. Well done.
- We agree with you when you say that teachers are kind and help to keep you safe.
- You take part in some interesting activities such as topic work and drama.
- The headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to make it better:

- make sure that you have good opportunities to use your literacy and numeracy skills in science and that you give scientific reasons for your findings during investigations
- use marking and target setting always to help you learn swiftly
- help teachers to give you hard-enough work always, expect you to work quickly and to take more responsibility for your own learning
- ensure leaders make good use of the information they have collected about how well the school is doing so that progress is more even between classes and subjects
- check more carefully to see if there is anything that could be unsafe and put it right straight away.

You could all help your teachers by always taking notice of their marking.

Yours sincerely

Alison Cartlidge

Lead inspector (on behalf of the inspection team)

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