

Holly Lodge Primary School

Stratford Road, Ash Vale, Surrey, GU12 5PX

Inspection dates

21–22 March 2013

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school

- The headteacher, senior managers and governors have worked effectively since the last inspection to improve pupils' achievement and the quality of teaching.
- Teaching is good and a significant proportion is outstanding. Because teaching is improving, standards are rising.
- Pupils achieve well in the Early Years Foundation Stage and make good progress as they move up the year groups. Standards at the end of Year 6 are above average.
- Teachers have high expectations of pupils, who respond enthusiastically, taking a pride in their school and their achievements.
- The school environment is safe and welcoming. Pupils' behaviour is outstanding and they manage their own behaviour well, helping each other to learn.
- Teachers plan stimulating and exciting activities, and careful checks of their work and training help them to improve.

It is not yet an outstanding school because

- In some classes, pupils are not given the opportunity to produce longer pieces of work of high quality.
- Not all teaching of mathematics comes up to the quality of the best.
- Sometimes teachers spend too long talking, which reduces the amount of time for pupils to get on with their work.
- The roles of some subject leaders are not clearly defined and they are not accountable for progress in their subject throughout the school.
- The school is not yet bringing on potential new leaders who are ready for additional responsibility.

Information about this inspection

- Inspectors held meetings with senior and middle leaders, other staff, groups of pupils, governors and a representative from the local authority.
- A wide range of documentary evidence was examined, including the school improvement and development plans, records and policies relating to safeguarding, information on pupils' progress and attainment, the school's reports on the quality of teaching and reviews of the school's performance by governors and the local authority.
- Inspectors observed 18 lessons, two of these jointly with senior staff. Shorter observations took place in lesson times and at break and lunchtime. Groups of pupils met inspectors with their work and talked about the progress they had made. The work of pupils of a range of ages and abilities was sampled.
- Pupils' reading was reviewed by listening to pupils read and by observing the teaching of phonics (letters and the sounds that they represent).
- Parents' views were assessed through informal discussions at the start of the school day, the school's own surveys and 79 responses to the online Parent View questionnaire.

Inspection team

| | |
|-----------------------------|----------------------|
| John Worgan, Lead inspector | Additional inspector |
| Linda Rowley | Additional inspector |
| Gail Robertson | Additional inspector |

Full report

Information about this school

- The school is of above-average size for primary schools.
- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked-after children and pupils from service families) is below average. The school has a significant number of pupils from service families and a small number of looked-after children.
- The proportions of disabled pupils and those with special educational needs supported through school action is average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching by:
 - making sure that all pupils are given opportunities to write extended pieces of work of high quality
 - giving pupils more time to work on their tasks rather than listen to the teacher talking
 - sharing outstanding practice in the teaching of mathematics, especially in providing challenges and interesting problems, so that all pupils make good or outstanding progress.
- Improve leadership and management by:
 - reviewing the role of subject leaders so that they are accountable for pupils' progress throughout the school in their areas of responsibility
 - giving teachers the opportunity to develop leadership skills when they are ready to take on the responsibility.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and knowledge typical for their age. They make good and often outstanding progress in the Early Years Foundation Stage.
- In Years 1 and 2, progress is sustained because of good teaching which matches activities to pupils' abilities. By the end of Year 2, standards are above average in reading, writing and mathematics.
- Standards of reading are high. Pupils make good use of phonics when reading and read widely. They read to inspectors with confidence and pupils spoke enthusiastically about the books they had read. The school's performance in the Year 1 national phonics screening check in 2012 was above the national average and assessments this year indicate that results are on track to be even better.
- Inspectors saw good standards of writing by younger pupils. In Key Stage 2, standards of writing are inconsistent and pupils are not always given the opportunity to produce extended writing of high quality.
- Standards in Key Stage 2 generally exceed expectations and are above average standards by the end of Year 6. There has been some variation in standards, especially in writing and mathematics, which the school is tackling. Carefully planned actions to improve teaching have been effective.
- The progress of disabled pupils and those who have special educational needs is checked regularly and they receive appropriate support which helps them to make good progress.
- The few pupils who speak English as an additional language make good progress because they are well supported and rapidly catch up with other pupils.
- In 2012, pupils known to be eligible for free school meals achieved standards in English and mathematics which were equal to other pupils in the school and were above the national average. Pupils from service families made equivalent progress to other pupils in English but were one term behind in mathematics. Looked-after children made equivalent progress to other pupils in mathematics but were one term behind in English. Effective, well-targeted support for all these groups of pupils is narrowing any gaps in achievement.

The quality of teaching is good

- Inspectors' reviews of work showed that teaching over time has been consistently good.
- In the Early Years Foundation Stage, children are encouraged to develop key basic skills from an early age; for example, children in the Reception class wrote descriptions of a character from a story and were then encouraged to evaluate their work in pairs. One girl said, 'I think more describing words would make it better.'
- In the best lessons, active learning and effective pair and group work are used to develop pupils' speaking and listening skills. In a Year 4 lesson, pupils composed haikus (short Japanese poems) and read them confidently to the rest of the class, making suggestions for improving each other's work.
- Teachers are careful to make sure that teaching is matched to pupils' abilities and skills. Setting by ability is used in numeracy and literacy in Years 5 and 6 and pupils say that this helps them to receive the support and challenge to improve.
- Within classes, teachers make sure that activities interest and challenge pupils. For example, in a Year 6 mathematics class, more-able pupils worked enthusiastically and independently, choosing their own methods to solve problems.
- Although the standard of teaching is generally good, in a few classes the pace is slower and pupils sometimes spend long periods of time listening to teachers talk, limiting opportunities for active learning.
- Standards of writing seen were generally high, especially by younger pupils, but in some classes

opportunities for extended writing are limited and pupils are not encouraged to develop the quality of their writing.

- Pupils talk enthusiastically about their work and understand how marking helps them to know the levels of attainment at which they are working and what they need to do in order to reach the next level. Pupils and parents say that standards of teaching are high.
- The provision for pupils' spiritual, moral and cultural education is strong. In an inspiring assembly, pupils responded sympathetically to a role play of a boy from a troubled family. Music is a strength and the school choir takes part in a number of public performances.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is polite and considerate; they are courteous to each other and to adults. They have excellent attitudes to learning and take a pride in their school.
- Pupils work together very well in pairs and in groups. Teachers encourage them to listen to and to learn from each other and this has a very positive impact on their progress and attitudes.
- Around the school and in the playground, pupils behave sensibly and with great consideration. Older pupils take on responsibility willingly. Year 6 pupils act as mentors, helping to supervise the playground and other areas of the school.
- The pupils spoke highly of the school's behaviour management and said that it is fair. It is seldom used as pupils manage their own behaviour extremely well. Records show that behaviour standards have been consistently outstanding; behavioural incidents recorded are few and diminish as pupils progress through the school. There have been no exclusions since the last inspection.
- Pupils' attendance is consistently high, reflecting their great enjoyment of school, and is checked carefully to sustain it at this level.
- Pupils say that staff listen to their views and take account of them. Relationships between pupils and adults are mutually respectful. As one pupil said of teachers, 'They listen to us and know what help we need to get better.'
- Pupils learn about and respect different cultures. They show respect for other faiths and opinions. In a philosophy lesson they explored the differing views of children and adults about rules and freedom. They have a clear understanding of different forms of bullying and understand how to keep themselves safe when using the internet.
- Pupils said that they feel safe and happy in school and are confident of the support of teachers and other adults when they have problems.
- Parents were particularly complimentary about the school and the support which it gives, especially to children who move to the school. One parent said, 'My child is really happy, he is now speaking English better than Polish.'

The leadership and management are good

- Since the last inspection, the governors and staff have worked effectively to raise attainment and to improve the quality of teaching.
- Leaders make sure they have a clear idea of how the school is doing through undertaking thorough checks. The areas for improvement from the last inspection have been effectively addressed. Areas of weakness are identified and action is taken to remedy them, showing the school is capable of doing even better.
- Pupils' progress is checked carefully and support is provided quickly for those who fall behind, enabling them to catch up. Disabled pupils and those who have special educational needs are well supported.
- Teachers check pupils' progress thoroughly. Assessment is used to identify areas of relative weakness both for groups and for individual pupils. This information is used effectively in planning lessons and in supporting pupils.

- Senior management roles are clear and their checks and support for staff are effective. However, some subject leaders are not held accountable for progress in their subject throughout the school. The school is aware of this and is changing the staffing structure to improve management and to offer leadership opportunities for teachers with potential.
- The management of teachers' performance is well organised. Teachers are set clear targets, based on pupils' progress, their own professional needs and those of the school.
- The range of subjects taught is well planned. Pupils said that they particularly enjoyed the practical work which they are doing in science.
- Staff are trained well in child protection issues. All safeguarding requirements are met. Discrimination is not tolerated and equality of opportunity for different groups is paramount.
- The school works effectively with other schools and with the local authority to share good practice. The local authority endorses the school's progress information, which shows improved achievement, and views the school as requiring 'light touch' support.
- Leaders and managers use the pupil premium effectively to provide extra support from teaching assistants for eligible pupils and for extra teacher time which is used for small-group work. The impact of this is seen in the good progress which these pupils make.

■ **The governance of the school:**

- Governors have an excellent understanding of the strengths and weaknesses of the school. They balance their rigorous approach with appropriate support.
- They have a clear view of the quality of teaching, making sure that staff promotion and increases in salary are linked to the quality of teaching and pupils' progress. They know how the school rewards good teaching and tackles any underperformance.
- Governors monitor the system for managing the performance of staff effectively. They understand the pupils' progress information and use it effectively to check performance.
- The allocation of pupil-premium funding and the checking of its use are thorough and are reviewed regularly, making sure that eligible pupils make the good progress intended.
- Governors' skills are used effectively, with appropriate training to keep them up to date.
- Communication with parents is regular and their views are taken into account.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 125046 |
| Local authority | Surrey |
| Inspection number | 406286 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| 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 | Phillippa Galloway |
| Headteacher | Shalini Norman |
| Date of previous school inspection | 28–29 March 2011 |
| Telephone number | 01252 548390 |
| Fax number | 01252 378204 |
| Email address | info@hollylodge.surrey.sch.uk |

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