

# Hollymount School

## Inspection report

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<b>Unique Reference Number</b>	102633
<b>Local Authority</b>	Merton
<b>Inspection number</b>	308071
<b>Inspection date</b>	21 January 2008
<b>Reporting inspector</b>	Lynn Bappa

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Judy Cake
<b>Headteacher</b>	Mrs Philippa Jackson
<b>Date of previous school inspection</b>	10 November 2003
<b>School address</b>	Cambridge Road Raynes Park London SW20 0SQ
<b>Telephone number</b>	020 8946 0454
<b>Fax number</b>	020 8947 1076

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Standards and achievement, particularly in mathematics
- Teaching and learning
- Aspects of personal development and well-being
- Child protection procedures
- Leadership and management

Evidence was gathered from performance data, observations of teaching and the work produced by pupils. Parents' questionnaires and discussions with children, the chair of governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Hollymount is a primary school of average size. The school's social and economic context is largely favourable. Very few pupils are entitled to a free school meal. A majority of pupils come from a White British background. Other pupils come from a wide range of ethnic heritages. About a quarter of the pupils speak English as an additional language. Of these, the commonest mother tongues are Korean, Albanian and Russian. Relatively few pupils are identified as having learning difficulties or disabilities. The proportion of pupils who join or leave the school during the school year rather than at the usual time of admission or leaving is much higher than usual because of the number of overseas learners on roll. A new headteacher was appointed in September 2007.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. Parents are very pleased with the quality of education it offers. As one commented, 'I feel fortunate that my children have places at the school - it is a happy and friendly setting where everyone knows everyone.' By the time they leave, pupils are confident, articulate and thoughtful youngsters who are very well prepared for their future lives. Pupils greatly enjoy their time at Hollymount, their behaviour is exemplary and their attendance is well above average. They have a very good regard for the safety and well-being of others and show a good understanding of how to keep healthy. They are looking forward to the creation of a school garden, for example, because, as one pupil commented, 'we can grow our own vegetables and stay healthy'. School councillors say that the headteacher listens to them and values their opinions. The introduction of music assemblies and enjoyable learning activities such as making New Year resolutions contribute strongly to the pupils' excellent spiritual, moral, social and cultural development.

Pupils achieve well, irrespective of their gender, ethnicity or ability, and reach well above average standards overall. Standards by the end of Year 2 are high. Almost all pupils gain at least the expected levels and a significant proportion exceeds the expectations for their age. The picture of progress is more complex in Years 3 to 6 because of high levels of mobility. In the 2007 Year 6 national tests, standards fell, except in English, but remained above average overall. This year group was particularly small, however, and a significant minority had statements of special educational need or had very recently arrived from overseas. The school's evidence shows that these pupils made good progress from their starting points. In the current Year 6, a very large proportion of pupils are working at and beyond the expectations for their age in English. There are many excellent opportunities for pupils to develop their speaking, reading and writing skills and, consequently, they express themselves fluently and confidently. The pupils' performance in mathematics in Key Stage 2, however, lags behind that of other subjects. The school has put into place strategies to improve standards in this area, with a particular focus on improving pupils' abilities to use and apply their numeracy skills. These are beginning to bear fruit, leading to better progress in lessons, although it is too early to see their impact on national test results. In both key stages, pupils achieve high standards in other areas of the curriculum, such as information and communications technology, history and geography. The school is on its way to meeting its challenging targets for 2008. Pupils' well above average standards mean that they are well prepared for the next stage of their education. Across the school, pupils who arrive during the school year or who have English as an additional language make good progress because they are well supported.

Good teaching is underpinned by a good curriculum and pupils' very positive attitudes to learning. Teachers set clear objectives, provide challenging activities, enjoy very good relationships with pupils and use a wide range of interesting resources, including interactive white boards. As a result, pupils are completely involved in their work, whether it is working together to find as many words as possible using a long 'i' sound or discussing whether metal detectors are necessary in school. Learning is enriched by exciting and colourful displays, but too few of them present mathematics in an interesting and engaging way to the pupils.

Pupils are developing very well as individuals because of the school's excellent ethos of care for others. Those who arrive during the school year settle quickly and say that it is very easy to make friends. Arrangements for keeping pupils safe are robust, with all statutory checks in place. Teachers have greatly improved their tracking and assessment procedures so that it is

easier to identify pupils who need extra help or who are at risk of underachievement. Pupils who are particularly gifted are given very good support to help them improve their rate of progress.

The recently appointed headteacher has brought vision and drive to shape the future direction of the school, while recognising existing strengths. Parents are unanimous in their approval and support for the changes that have occurred and the new leadership. One parent, typical of many, said, 'She has vastly improved the communication with parents and is highly visible, providing clear leadership.' Together, senior leaders, governors and all staff form an effective team who go the extra mile to make sure that every child feels valued. Staff, parents and pupils are rightly proud of this aspect of school life. Leaders have a good understanding of the school's strengths and weaknesses and have effectively tackled the issues raised in the previous inspection. The success of the recent drive to improve assessment procedures, provision in the Foundation Stage and communication with parents provides a clear indication of the school's excellent capacity to improve. Senior leaders are aware, however, that more needs to be done to raise standards further in mathematics in Key Stage 2.

### **Effectiveness of the Foundation Stage**

#### **Grade: 1**

The Foundation Stage provides an excellent start to children's education. As one parent commented, 'My child wants to go to school every day, both in the morning and the afternoon. The children are all polite and he immediately felt comfortable.' Children begin Nursery with skills that are above those typically found in most three year-olds. They make excellent progress in Nursery and Reception and by the time they enter Year 1, most have become confident learners and exceeded the goals expected of them. The curriculum is lively and child-centred, providing children with a stimulating range of activities to support the different areas of learning, both indoors and out. In the canteen, for example, they help themselves to their morning milk by looking for the container with their name and are expected to serve themselves and help each other with the fruit. Consistently very good teaching and an improved assessment system contribute to the excellent progress children make during their time in the Foundation Stage. Children cooperate well with one another and develop excellent attitudes to their learning that are subsequently maintained across the school. Induction is thoughtfully planned so that children settle quickly into school and enjoy all that it has to offer.

### **What the school should do to improve further**

- Ensure that pupils in Key Stage 2 achieve as well as they can in mathematics by improving their skills in using and applying mathematical knowledge.
- Raise the profile of mathematics with a focus on ensuring that displays are prominent, interesting and stimulate the pupils' interest.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

29 January 2008

Dear Pupils

Inspection of Hollymount School, London, SW20 0SQ

Thank you for being so friendly when I came to inspect your school. I am writing to tell you what I think about how well your school is helping you to learn. I very much enjoyed talking to the school council and to some of you about your work - you brought along some very good examples. Thank you for this. A large number of your parents wrote to tell me how much they like your school and I think you agree with them. I think it is giving you a good education. These are some of the things I particularly liked about your school:

- everyone in your school is friendly and welcoming;
- you do very well in your national tests;
- you learn well in lessons because your teachers give you plenty of interesting things to do and because you have excellent attitudes towards your work;
- there are many interesting activities for you to do outside lessons. I know that you really appreciate these;
- the adults in your school look after you very well;
- your headteacher and the senior teachers who help run your school do a very good job.

I have asked your teachers to make a few improvements to make the school even better. Work has begun on helping you to improve your work in numeracy, especially those of you in Years 3 to 6. I have asked your teachers to carry on doing this. You can play your part by always working as hard as you can. You have some brilliant displays in your school, but not many of them are about your work in maths, I think it would help if there were more displays around the place that showed how much fun maths can be. You may have some good ideas to help your teachers with this.

I hope that you continue your time at school and wish you well for the future.

Yours sincerely

Dr Lynn Bappa

Additional Inspector