

ERRATUM SLIP

Hollydale Primary School

Unique Reference Number: 100794

Contract Number: 256467

Date of inspection: 24/11/2003

Reporting inspector: Dennis Maxwell

INSPECTION REPORT - the dates of inspection on the front cover should read as following:-

Dates of inspection: 24 – 27 November

INSPECTION REPORT

Hollydale Primary School

Nunhead, London

LEA area: SOUTHWARK

Unique reference number: 100794

Headteacher: Mrs F Thompson

Lead inspector: Dennis Maxwell

Dates of inspection: 24 – 26 November

Inspection number: 256467

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	300
School address:	Hollydale Road Nunhead London
Postcode:	SE15 2AR
Telephone number:	020 7639 2562
Fax number:	020 7635 0481
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Rose Bailey
Date of previous inspection:	2 November 1998

CHARACTERISTICS OF THE SCHOOL

Hollydale Primary is a large community primary school with 300 children from reception to Year 6. The school's intake is ethnically diverse, and this matched by a similar diversity amongst the members of staff. Around four fifths of the children are from ethnic minority backgrounds and over one third speak English as an additional language. The mobility amongst pupils is high. Overall, the socio-economic circumstances of the families in the community are much less favourable than the national average. Nearly half the pupils are entitled to free school meals, which is well above average. The school has identified one quarter of the pupils as having learning difficulties, six of whom have a Statement of Special Educational Need. The attainment of children on entry to reception varies, but it is generally well below average. The teaching staff has been more stable recently and the school has a large team of support staff. The school gained an Investors in People Award in March 2000 which was re-awarded in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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22058	Christine Richardson	Team inspector	Mathematics Art and design Design and technology Humanities Music Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory quality of education for the pupils and has made satisfactory improvements since the last inspection. The school has taken several steps that have helped to improve pupils' learning. For example, the programme of reading recovery has a significant impact on pupils' achievement because of the teacher's very skilled approach. While there are several high attaining pupils, their attainment on entry to the school is very low overall, particularly in language skills. Their poor writing skills, which are needed for all subjects, have an adverse effect on standards. The trend in standards is improving but less so than the national trend because pupils take time to gain confidence in writing and there is a high turnover of pupils. There are significant variations between the attainment profiles of differing year groups. Pupils' attitudes towards school life and their work, and their behaviour are satisfactory overall. The quality of teaching is satisfactory overall and pupils achieve as expected. The leadership and management of the school are good. The school offers satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching and provision in reception and Year 6 are good so that children achieve well.
- The teaching of English and mathematics is good.
- Pupils with special educational needs achieve well because the care and provision are good.
- Subjects are planned well to provide challenge; opportunities for enrichment are very good. Pupils' appreciation of their own and other cultures is very good.
- The school has a good partnership with the community and other local schools.
- The headteacher provides good, purposeful leadership. Senior members of staff support her well so that improvements are successful.
- Standards in English, mathematics and science are below average by Year 6.
- The quality of marking pupils' work varies and does not often say how to improve.
- Teachers work very hard to promote pupils' good behaviour although on a few occasions they do not apply behaviour strategies consistently.
- The use of information and communication technology (ICT) in other subjects is limited.

Standards in mathematics have improved since the last inspection through the impact of substantial training for all teachers and effective monitoring by the headteacher. Similar support for English has been started and is beginning to have an impact on standards. The quality of teaching has improved in Years 3-6 because shared team planning and the regular monitoring are effective. The curriculum is structured well to provide good experiences in all subjects and there are many examples of curriculum enrichment which extend pupils' interests. Standards in ICT and in religious education have improved. Pupils' behaviour has improved, although across the school several pupils have yet to gain self-discipline and at times are inattentive. The thoughtful work of support staff and the learning mentors has a good impact on pupils' self-esteem and hence on their behaviour and achievement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	E	E
Mathematics	E	E	E	E
Science	D	E	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement through the school is satisfactory overall. By the end of reception standards are below the national average in the goals children are expected to reach. This represents good achievement because pupils respond well to the good teaching and many worthwhile experiences.

Achievement is satisfactory within Years 1 - 2 because thorough teaching gives careful attention to basic language and learning skills. Standards by the present Year 2 pupils are average and they take a lively interest in their work. Achievement is also satisfactory in Years 3 - 5 but good in Year 6 through the impact of well-chosen tasks and effective teaching. Standards are below average by Year 6. Standards are affected by the significant numbers of pupils entering the school with low attainment during the junior years. Children with English as an additional language (EAL) make good progress in lessons through the impact of perceptive teaching by the EAL teacher. The grouping of pupils for English and mathematics in Years 5 - 6 is effective because work and support are targeted well. Higher attaining pupils are challenged well in mathematics through an extension group and are likely to exceed the expectation in the national tests. Standards in most other subjects are broadly average by Years 2 and 6 although many pupils continue to find writing difficult and opportunities to use ICT skills in other subjects have been interrupted. The school provides good support to meet the very wide range of pupils' learning needs, which are significant barriers to learning. Standards were average in mathematics and science at Year 6 in the national tests of 2003 in comparison with schools having a similar proportion of free school meals. Standards were also above the Southwark average in mathematics and science.

Pupils' attitudes and behaviour are often good but overall are satisfactory because several pupils have not learnt to concentrate for long and a few teachers do not use effective behaviour management strategies consistently. **Overall, pupils have good understanding of spiritual, moral, social and cultural aspects.** They have good relationships with each other regardless of background and older pupils are kind and protective of younger children. Assemblies and art promote spiritual awareness, which is satisfactory. Many pupils take an active part in the wider life of the school; six children were successful in an audition for the Royal Opera 'Chance to Dance' scheme and work produced during Black History Month is good. Pupils' attendance and punctuality are satisfactory, other than by a few families who have persistent absences. The level of unauthorised absence is higher than usual, partly because of the high turnover of pupils.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are good in reception classes and Year 6 and satisfactory overall in Years 1 - 6. While over half the teaching is good or better and has a positive impact on pupils' achievement, in a few lessons the teaching approach and behaviour management are not effective. Good teaching in Year 6 is matched well to pupils' learning needs, for example to compare how the text and a film of the same story convey meaning. This promotes good achievement. There are good whole-school assessment procedures that are used well to inform teaching and long-term priorities, although the marking of pupils' work is not consistent in indicating how to improve.

The school offers a good, well-structured curriculum. Teachers mostly plan interesting and worthwhile tasks, such as writing rocket-shaped poems. These usually challenge pupils so that learning is real and enjoyable. The school takes pupils on a wide variety of visits to broaden their experience and invites visitors to share special talents and events. Members of staff are highly committed for the pupils' personal development and give good consideration to providing equality of opportunity. Provision for pupils with learning difficulties or for those whose home language is not English is good. Provision for pupils' care, welfare and safety is satisfactory. The school has good links with nearby schools and the community, for example in dance and sport, which have a significant impact on pupils' self-esteem and, as a consequence, on their general achievement. There are very many attractive examples of pupils' work on display that value the multi-cultural nature of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has considerable personal drive to initiate improvements and to see them through to completion. Her monitoring procedures are good and help raise standards. The governing body provides satisfactory strategic direction for improvements and directs funding to the well-defined priorities of the school's development plan. The governing body ensures that there is compliance with statutory requirements. The senior management team provides good leadership.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Discussions with pupils and parents and an analysis of their questionnaire returns indicate that the majority of parents feel that teaching is good and the school helps children to learn, although a few parents disagree. Most pupils take on responsibilities willingly and talk eagerly about their activities. Inspectors find evidence that the school works hard to establish a good relationship with parents and usually resolves difficulties quickly.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Continue to raise standards in English, mathematics and science by Year 6 and ensure that more opportunities for pupils to write at length are provided in other subjects.
- Provide relevant support and guidance to help teachers to use positive behaviour strategies consistently.
- Improve the consistency for marking pupils' work and use information better for lesson planning, particularly in the foundation subjects.
- Develop the use of ICT skills more in other subjects and ensure the ICT programme is fully balanced.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the reception classes achieve well because teaching and provision are directed well towards their learning needs. In the rest of the school pupils achieve satisfactorily because the greater demands for competence in writing and language skills act as a barrier to learning. Children's attainment on entry to reception is well below average but most pupils make slightly better progress than might be expected by the end of their reception year. Standards by Year 2 are average for the present Year 2 cohort and standards by Year 6 are below average for the current Year 6 cohort. This difference in standards is mainly due to the Year 6 pupils' low attainment on their entry to the school and the numbers of pupils entering the school during the junior years who have learning difficulties.

Main strengths and weaknesses

- Children in the reception classes make good progress from a low start because of the good teaching and provision.
- Pupils with special educational needs achieve well throughout the school because of the well-targeted support.
- Standards by Year 2 are average in English, mathematics and science, which matches the expectation for the year group.
- Standards by Year 6 are below average in English, mathematics and science but are broadly average in ICT.
- There are some examples of high quality, sensitive work in art and design and work produced during 'Black History' month is good.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	13.7 (16.1)	15.7 (15.8)
Writing	11.5 (14.0)	14.6 (14.4)
Mathematics	14.0 (15.7)	16.3 (16.5)

There were 43 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.3 (25.8)	26.8 (27.0)
mathematics	25.4 (23.8)	26.8 (26.7)
science	26.9 (25.4)	28.6 (28.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year

1. Pupils' performance in the 2003 national tests was well below average in reading and mathematics and very low in writing. The school's tracking procedures predicted these results for that Year 2 cohort, and the results correspond with the pupils' entry profile into reception. As well as fewer pupils gaining Level 2 or above in the 2003 tests, fewer pupils exceeded the expectation by gaining Level 3. In the 2002 national tests the year before, the proportion of

pupils gaining Level 2 or above in reading and writing was in line with the national average. At Year 6, pupils' performance in the national tests of 2003 was well below the national average in English, mathematics and science. Standards also fell well below the average for similar schools in relation to their prior attainment when they were in Year 2. The trend in standards at Year 6 from 1999 is below the national trend, although the trend for the four years from 1998 was broadly in line. This is partly explained by the pupils' better results in 1999 compared with 1998. Also, the higher than usual numbers of pupils who join the school in the junior years, the low level of pupils' literacy skills and the high number of pupils with learning difficulties are all significant barriers to learning. School assessment and tracking procedures show that some year groups have a higher ability profile than others, reflecting the varied prior attainment of different groups. The headteacher has established good assessment and analysis procedures and uses these effectively to target teaching. This is having a positive impact on standards, for example in Year 6 where more higher attaining pupils than usual are given extension work in mathematics.

2. Few pupils are likely to attain the goals children are expected to reach by the end of reception because most pupils enter the school with below or well below average attainment. However, pupils achieve well overall because well planned activities are matched closely to the children's learning needs. There is a good emphasis on promoting children's speaking and listening skills through discussion and adult-led activities as well as informal play. The broad and exciting curriculum in each of the areas of learning helps children to achieve well. Pupils with special educational needs achieve well because of the good teaching and support they are given. Pupils with English as an additional language often make good progress during lessons through the impact of good support, and their achievement over time is satisfactory.
3. Standards in the work seen by Year 2 are broadly average in reading, writing, mathematics and science. Many pupils achieve well in lessons as a result of effective teaching and overall pupils achieve satisfactorily over time. Standards by Year 6 are below average in the work seen in English, mathematics and science. In English, standards of reading are lower than expected overall, as are standards of spelling. Teachers make suitable provision for individual or group reading. The arrangements for shared lesson planning are effective in helping teachers to adapt tasks for different groups of pupils to provide suitable challenge. This enables the pupils to write more confidently. In mathematics, standards have improved because of the clear focus on mental calculations and skills, and previous work shows that pupils' achievement is satisfactory overall. In science, pupils' achievement is satisfactory because teachers provide an interesting practical basis that helps pupils to understand how to set up experiments. Many pupils rely on the good adult support during lessons to maintain concentration and make progress so that achievement is satisfactory overall. Pupils usually concentrate unaided for long periods during ICT lessons and the available evidence indicates that standards are average in ICT by Year 6. There is every indication from a sample of lessons and from pupils' previous work that standards in most other subjects meet the expectations at Year 2 and are broadly average by Year 6.

Pupils' attitudes, values and other personal qualities

In the Foundation Stage, children's attitudes towards school and their behaviour in lessons and around the school are good. In the rest of the school the majority of pupils has good attitudes towards the tasks and good behaviour in most lessons. However, attitudes and behaviour are satisfactory overall because a few pupils have challenging behaviour where teaching is weaker and they have not yet gained their own self-discipline. The pupils' spiritual, moral, social and cultural development is good overall. Attendance and punctuality are satisfactory overall.

Main strengths and weaknesses

- Pupils have a very good understanding of their own and others' cultural traditions.
- The school is successful in promoting good relationships amongst pupils from a wide range of backgrounds.

- Pupils respond positively to the school's good provision for their social development.
- While behaviour is often good, there are a few incidents of challenging or inappropriate behaviour that are not always handled well.
- In a few lessons when teaching is less effective, a significant minority of pupils do not engage in their work.

Commentary

4. An impressive range of experiences is provided to extend and enrich the pupils' understanding of their own and others' cultures. Pupils' very good cultural development continues to be a real strength of the school. It is manifest in the good relationships that exist amongst pupils of different ethnic origins. This was very apparent, for example, in a gymnastics lesson in Year 2 and a geography lesson in Year 6 when pupils from a diverse range of backgrounds collaborated well towards the achievement of common goals. Pupils' strong cultural understanding has a positive impact upon their spiritual awareness, which is satisfactory, through their appreciation of the symbolism and significance of religious customs and artefacts.
5. When given the opportunity pupils enjoy taking responsibility. They volunteer happily for monitoring and messenger duties and perform them conscientiously. Older pupils willingly take on greater responsibilities and by the time they are 11, most are mature and confident young people. Pupils are enthusiastic about the School Council because they see the results of their decisions in improvements. They clearly appreciate the opportunity to have some autonomy and to show initiative. Class representatives undertake their role seriously and sensibly and thus gain an understanding of democracy. Through learning about the importance of friendship and sharing, pupils show a willingness to celebrate others efforts and achievements. This was evident for instance in a music lesson in Year 5 when her classmates spontaneously applauded a girl who played the xylophone particularly well. That pupils care for each other was exemplified when a girl showed considerable concern for another who had been hurt in the playground. In the dining hall pupils show an understanding of appropriate social skills and conduct themselves sensibly with a minimum of supervision.
6. Children in the Foundation Stage have good behaviour and attitudes towards learning. This continues into the rest of the school although a small minority of pupils have not developed self-discipline and their behaviour is sometimes challenging. Pupils' attitudes and behaviour in Years 1 - 6 are satisfactory overall. In over three-quarters of lessons pupils behave well and have good attitudes, which have a positive impact on achievement because they are usually attentive and concentrate. Pupils listen carefully to their teachers and each other. They enjoy participating for example by answering questions and take turns when doing so. They apply themselves well and sustain concentration because they are keen to do well. In the two unsatisfactory lessons, and occasionally in a few others that were satisfactory overall, there were examples of challenging behaviour which were usually related to pupils' own lack of self-discipline, the lack of pace or challenge in lessons or where a good rapport was not established. The school's good monitoring procedures have identified that behaviour is sometimes unsatisfactory. As a result, the school is giving particular attention to pupils with emotional and behavioural difficulties. The school has also addressed the need to apply the discipline policy consistently by providing support and training.
7. Pupils generally move around the school in an orderly manner taking due account of the needs of others and the limited space. Though sometimes boisterous at playtimes no malicious behaviour or harassment were seen during the inspection. Pupils say real bullying is comparatively rare but they mentioned incidents which upset children. A few parents expressed concern about bad behaviour and bullying. Evidence indicates that this is usually dealt with effectively. The work of the learning mentors has been particularly effective in raising pupils' self-esteem and by helping them to listen better, thus allowing them to achieve more. Members of staff have noticed that such pupils become more responsive. The mentors also

make a valuable contribution by providing support to parents who find it difficult to relate to other staff.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	1.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
Mixed – White and Black Caribbean
Black or Black British – Caribbean
Black or Black British – African

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
15	1	0
92	1	0
54	1	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

8. It is the governors' policy to use exclusion only as a last resort. Three children were each given a fixed-term exclusion in the last school year and no permanent exclusions were deemed necessary. The school uses internal exclusion as an effective means of making the expectations clear. The level of unauthorised absence is higher than the national average, partly because of the high turnover of pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and provision are good in the Foundation Stage. While the quality of the curriculum is good in Years 1 - 6, with many challenging activities, the quality of teaching is satisfactory overall because teaching in two lessons was unsatisfactory and on a few occasions behaviour management is not fully effective. Provision for pupils with learning difficulties or for those whose home language is not English is good. Provision for pupils' care and welfare is satisfactory. The school has good links with nearby schools and the community.

Teaching and learning

The quality of teaching and learning is good in the reception classes and in Year 6 good teaching is matched well to pupils' learning needs. Teaching and learning are satisfactory overall in Years 1 - 6. While over half the teaching is good or better and has a positive impact on pupils' achievement, in a few lessons the teaching approach and behaviour management do not sustain a good work focus consistently. The headteacher has established good assessment procedures.

Main strengths and weaknesses

- In reception, good understanding of how children learn and well-planned activities promote achievement.

- The teaching of English and mathematics is good; lesson planning is good overall because teachers share ideas together.
- The teaching assistants and learning mentors make an effective contribution.
- Teaching by the specialist teacher for music is consistently good and helps pupils develop positive attitudes.
- The school often makes learning practical and relevant. In design and technology, teachers ensure that pupils make good use of a wide range of materials, tools and techniques to produce good standards in their models and artefacts.
- Teaching of the Reading Recovery programme is very effective in promoting achievement.
- On a few occasions, teachers do not apply behaviour management strategies consistently.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	3 (6 %)	27 (57 %)	15 (32 %)	2 (4 %)	0 (0 %)	0 (0 %)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- Teaching is good in a significant number of lessons because teachers give lively and clear explanations which get pupils thinking about the ideas. For example, in Year 3 the idea that $3 \times 6 = 6 \times 3$ was brought out well by finding that 6 jumps of three along a number line land on the same point as 3 jumps of 6. Teachers prepare pupils well for independent work so that they are generally successful in completing the tasks. However, in a few lessons teachers do not use effective teaching strategies, such as having pupils talk in pairs to prepare or confirm their ideas, so that they are ready to contribute to class discussion.
- Several teachers break tasks down into small steps so that pupils are taken through difficult processes in easy stages. For example, in planning to test whether sugar, salt and powder paint will return to their original state after mixing with water, the teacher drew out the conditions well for having a fair test under controlled conditions. This had a good impact on pupils' achievement because they were more confident in setting up their own experiments. Teachers provide a good variety of resources in many lessons, such as a good selection of packages to illustrate that packages serve a variety of purposes.
- Teachers are generally observant about whether pupils understand the subject matter. A few teachers have good questioning skills and use praise judiciously to hold pupils' attention and probe their understanding. This was seen, for example, in Year 3 when the ICT consultant engaged pupils in discussion to explain how to find and replace a word. He improved pupils' behaviour by ensuring that they listened to others. While teachers encourage good relationships and participation in activities in most lessons, on a few occasions they do not apply the behaviour policy consistently, for example by picking up minor misdemeanours instead of engaging and challenging the pupils in the activity. The work of the learning mentors is having a significant impact on pupils' behaviour by improving their social and listening skills so that they attend better and are learning to concentrate.
- In English and mathematics, teaching and learning are good overall, particularly because of the impact of relevant training and teachers personal interest. In English, pupils usually achieve well in lessons because teachers concentrate on and build their basic skills of language. In mathematics teachers use the information gained from analysis of test results well to focus on identified areas of weakness in pupils' learning. The grouping arrangements for both subjects are successful because there is a clear difference in the level of work provided for pupils and an awareness of which areas have been difficult for pupils in the past. Also, the impact of good planning and teaching usually resolves any inclination towards inappropriate behaviour. In

mathematics lessons for the higher attaining group in Year 6 work set by the specialist teacher is challenging and the pupils work hard because they enjoy the challenge and they want to achieve well. The teaching assistants make a good contribution by supporting identified children. They have established good relationships and encourage the children to maintain effort with good questioning and discussion so that their achievement is better.

13. Pupils are beginning to benefit from the increased use of computers by teachers although the use of ICT in other subjects is at an early stage. The specialist teacher of music provides good opportunities for members of staff to develop their musical expertise. His approach encourages active participation by the pupils so that they develop a good range of musical skills and understanding. He assesses pupils' progress and encourages pupils with particular talents to extend their skills.

The curriculum

Provision is good and there have been improvements since the last inspection. There are more opportunities for pupils to build on their learning as they move through the school, in activities both within and outside the normal school day. The school works hard to provide a broad range of interesting curricular activities to ensure that all pupils, whatever their aptitudes and particular needs, achieve satisfactorily.

Main strengths and weaknesses

- Participation in a very good range of extra-curricular clubs, visits, sporting, musical and creative activities maximises the benefits of links with other schools and the wider community.
- Innovative projects have led to improvements in standards in mathematics and greater confidence of teachers in physical education and music, because they enhance pupils' opportunities for learning and inclusion.
- Good provision for pupils with special educational needs helps them to achieve well for their abilities. Pupils are particularly well supported in the 'Reading Recovery' activities.
- Classrooms are small and pupils often have limited space for their activities.

Commentary

14. The curriculum is varied and covers all the requirements of the National Curriculum and areas of learning in the Foundation Stage. Religious education, identified as a weakness at the last inspection, has improved due to the extensive support and training for staff and good leadership and management of the subject. Teaching assistants are involved in planning of lessons and work closely and efficiently with teachers to provide valuable support for pupils. They are effective in helping pupils with behaviour difficulties to concentrate. The provision for pupils with special educational needs is good because the teaching meets their individual needs effectively. They are included well in the life of the school. Pupils who attend 'Reading Recovery' sessions enhance their reading skills consistently over time. Pupils who learn English as an additional language, or are identified as talented or gifted, benefit well from staff's awareness of their particular abilities.
15. The curriculum is reviewed regularly and there is an awareness of ways in which subjects can be purposefully linked together. Subjects such as history and literacy are frequently linked effectively to enhance learning and skills in writing and research. Pupils use the skills they have learned in ICT in a few lessons in other subjects. For example, they produced interesting weather forecasts or letters home from Barnaby Bear, who is travelling around the world, in geography. There is regular use of numeracy in other subjects, particularly science and design technology. The good choice of tasks in most lessons helps promote pupils' good behaviour because they provide interest and a good match to their stages of learning.
16. The school plans changes well. They have worked hard to raise standards in mathematics by the co-ordinator's thorough analysis of strengths and weaknesses in test results. This led to a review of the curriculum and purposeful planning to improve teaching and learning. Last year's

results were a substantial improvement on previous years. This year the school has introduced a computer program for pupils in Year 6 to give pupils additional opportunities to practise their number skills and their initial progress is good. The school has also appointed a teacher to take the most able pupils in Year 6 to ensure that they achieve at the higher level in mathematics in 2004. The school is now following the same process in English.

17. Links with other schools provide many new, interesting and beneficial opportunities for pupils' learning. A skilled physical education teacher comes in regularly to work with pupils and staff so that members of staff develop their teaching skills and pupils are helped to achieve well in sporting activities. Pupils work productively with professional coaches in many team activities, including football, tag-rugby and cricket. Dance and music specialists inspire pupils to achieve a high standard and considerable success in these activities. The school supports pupils' learning through a good range of clubs, visits and visitors to school. Visits to places of worship for different faiths and museums are complemented well by opportunities to learn at first hand from visitors. Residential visits include many challenging and exciting opportunities as well as valuable time to learn how to live with others in a different setting.
18. The school has a sound personal, social, health and citizenship programme. Pupils gain a valuable understanding of rights and responsibilities through the School Council and a meeting with the Mayor of Southwark. Much of their learning during 'Black History Month' develops pupils' confidence and self-esteem and is reflected very thoughtfully in diverse ways throughout the curriculum.
19. Good resources support teaching in most subjects. The accommodation is adequate and used efficiently by staff, but classrooms are small. Staff and pupils have limited space in which to work which at times has an adverse effect on behaviour.

Care, guidance and support

Arrangements for the pupils' care, health and welfare are broadly satisfactory though there are a few areas that need attention as well as some good features. Pupils receive satisfactory advice and guidance, and good account is taken of their views.

Main strengths and weaknesses

- The school is kept very clean and provides a pleasant, stimulating, healthy and safe learning environment for the children.
- The school takes good account of the pupils' views.
- Not all persons responsible for aspects of health and welfare have been appropriately trained.

Commentary

20. The quality of the environment is a good indication that the school cares about the pupils' personal well-being and values them. Despite severe limitations of space and the age of the buildings care is taken to ensure that the school is attractively and safely maintained. The standard of cleanliness including the toilets is extremely high. Planting schemes are used effectively to brighten up the outside. Inside good quality displays further serve to enhance the pupils' surroundings. The displays are valued by the pupils, who demonstrate a satisfactory respect for the school. The local authority oversees the school's arrangements for health and safety and regular checks and a rolling programme of repair ensure that the building is generally well maintained in a safe condition.
21. Pupils' views are taken seriously and their opinions valued. Apart from formal mechanisms such as the School Council and questionnaires, members of staff listen carefully to what pupils have to say in lessons and during circle time and act upon their suggestions. For example, in a design and technology lesson in Year 5/6 the teacher acknowledged that a pupil had constructed a better working model than her own and explained why. This good practice helps boost the pupils' self-esteem and gives them a feeling of belonging to and ownership of

their school, as does their contribution to the development of class rules. The school is responding to parents' concerns about behaviour by reviewing current policy and practice.

Partnership with parents, other schools and the community

The school has established satisfactory links with most parents and there are many good features and a few weaknesses. Links with other schools and with the wider community are good.

Main strengths and weaknesses

- Many parents have very positive views about the school and are highly supportive of it but a significant minority express concern about some aspects, particularly with regards to homework, behaviour and how they are kept informed about their child's work and progress.
- The school provides parents with good information about the school especially regarding the curriculum.
- Only a few parents are involved directly in helping in classrooms on a regular basis although an active 'Friends of Hollydale' association provides considerable support in other ways.
- Good links with the local and wider community have a beneficial impact on the pupils' attainment especially in sport, religious education and the creative arts.

Commentary

22. The majority of parents whose views were obtained during the inspection process applaud the school's inclusive social policies and its positive attitude towards cultural and ethnic diversity. They confirm that the school does not tolerate racism and praise its provision. Many were very positive about the school's Bi-Annual International Evening that focuses on artistic and cultural contributions of people of different ethnic backgrounds who live in the community. Many also applaud the open and welcoming nature of the school and describe it as a real family place where their children enjoy a wide range of activities. Most parents also like the fact that the school expects their children to work hard and feel they are making good progress.
23. Many, though not all, parents feel they are kept particularly well informed about the curriculum and inspection findings suggest they are justified. In addition to details in the prospectus, parents are sent useful information about the topics being taught each term. Regular curriculum meetings and special events such as School Book Week and Mathematics Workshop give parents further opportunities to find out about what and how their children are taught and learn, and several attend such occasions conscientiously and to the benefit of their children.
24. Inspection findings support parental concerns about homework because, although the school's policy complies with government recommendations, there are inconsistencies in the setting and marking of work.
25. The school complies with statutory requirements for letting parents know how their child is getting on. Consultation meetings are held for parents each term when their children's targets are shared with them. Most parents appreciate this because it gives them a clear idea of what their child should be achieving and how they might help them. Pupils' annual written reports are generally informative and the best examples give clear details of the child's attainment in terms of the National Curriculum for English and mathematics. In addition, useful comments when made in reading records and homework diaries give parents information about their child's progress. However, inspectors agree that this good practice is not widespread. The school is seeking ways of helping staff to ensure there is a positive approach when dealing with parents.
26. A few parents are concerned about poor behaviour and bullying and say they are not effectively dealt with. Inspectors understand their concerns. The range of pupils is very broad and a

number of pupils, some of whom have significant personal problems, have not yet fully understood the need for good behaviour. Apart from this, parents do not always cooperate when the school seeks their support in improving their child's behaviour. This means that there are occasional incidents of unacceptable behaviour that cause distress. The school is aware of these issues but relatively high staff and pupil turnover hamper the good efforts by senior management to have a consistent approach. Despite this the school is for the most part an orderly community and the great majority of parents say their children like going to school.

27. The school values parents' views and actively seeks them through such things as questionnaires, and written evaluations of curriculum meetings. For example a leaflet explaining about special educational needs provision was recently sent to all parents following comments on a questionnaire and the parent class representative system resulted from a suggestion at the governors' annual meeting.
28. The members of staff very much appreciate the work of parents in the friends' association. This association raises funds for such things as playground equipment and improvements to the wild life area. Members also make a valuable contribution by providing refreshments at curriculum meetings and helping to organise the International Evening. The new class parent representative group is beginning to have a positive impact on the pupils' attainment by encouraging other parents to attend meetings and thus become more involved in their children's education.
29. The school has good links with many local schools and other organisations that are effectively used to enhance the pupils' learning. Sporting, religious, music and dance links are especially good and contribute greatly to pupils' physical, artistic and personal development. The Royal Opera 'Chance to Dance' project and the Oval based cricket education course are popular and give pupils a very good experience of success that help motivate them in their school work. The school uses a very wide range of outside resources such as local places of worship and ministers, museums, the mayor and a residential centre in Kent to support a range of subjects. This exemplifies the well-rounded approach the school takes to achievement and the good leadership in encouraging these activities to take place. The school's commitment to the community is illustrated by the good quality work experience it provides for local secondary school pupils and the use of the school house for a local authority after school club. The school is also in partnership with Goldsmith's College, providing and developing places for the training of student teachers.

LEADERSHIP AND MANAGEMENT

The leadership and management by the headteacher and other key staff are good overall. The headteacher works tirelessly for the benefit of the children, planning and negotiating improvements that have a direct impact on the quality of learning. The very good attention to the continuing professional development of staff is a significant factor in the successful initiatives. The headteacher has good monitoring procedures and has taken positive action to address identified weaknesses, for example in behaviour management.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and sets high expectations for the quality of experiences.
- The school has made significant improvements in provision over a considerable period, such as ICT provision, that are having a good impact on learning.
- The school carries out several very good evaluations, such as the analysis of test results and uses these very well to make further improvements.
- The headteacher places a very high priority on staff professional development to ensure developments are implemented properly.
- There are good arrangements to monitor the quality of teaching and provision which are effective in directing action towards identified weaknesses.

Commentary

30. The headteacher provides good leadership for school developments with other senior staff. Following a thorough self-evaluation, they identified priorities that are having a positive impact on standards and pupils' achievement. For example, the work on mathematics, supported by good preparation and staff training, is effective in improving pupils' numeracy skills and standards. The headteacher's vision is expressed well through the Reading Recovery programme. This is very successful. The programme is managed very well by targeting identified children, many of whom make significant and sustained improvements in language and reading skills because the teacher is highly skilled and shares the headteacher's high expectations for the children. This work has a substantial impact on standards, not least because pupils are able to take part in lessons better and their behaviour improves as a result.
31. There is a suitable management structure to provide oversight and direction for school improvements. Recently appointed members of the senior staff have a good understanding of their role and the deputy provides good management in her work on assessment and special educational needs. The school improvement plan has been prepared after thorough self-evaluation. The current priorities are very appropriate and provide a good basis for action. The plan acts as a good management tool and the school's good monitoring procedures relate sensibly to planned improvements.
32. There are good procedures to monitor areas of the school's work such as by lesson observations, shared planning in paired year groups and scrutiny of pupils' work. The headteacher has taken good positive action to address identified weaknesses in the quality of teaching and behaviour management by setting clear targets for improvement and providing support. The shared curriculum planning also ensures that provision for all subjects meets statutory requirements and that good experience is shared. This has a positive impact on standards because teaching is more confident and tasks are matched well to pupils' learning needs. The subject leaders demonstrate a good understanding of the role overall, although for some subjects the role is recent. Features of good leadership include analysis of national test results and, in the Foundation Stage, the strong team approach.
33. The members of the governing body are committed to the oversight of the school and challenge the headteacher and senior staff well to justify planned improvements. They provide satisfactory strategic direction and have suitable ways to become informed about strengths and weaknesses through their visits and discussions. They evaluate the effectiveness of their decisions in terms of the improvements in pupils' learning. They ensure that identified priorities are carefully costed. The school's financial planning is good and, with the bursar's support, they give good attention to best value principles. The cost per pupil is broadly average for a London school but the balance carried forward to the current year is higher than usual. This is because the school has planned building works in hand and is holding reserve funds for an expected increase in staffing costs.
34. Governors place a high priority on the recruitment and retention of quality staff and in this they have been successful, which is having a positive impact on pupils' achievement, for example in Year 6. The governing body ensures that there is compliance with statutory requirements, although there were minor omissions in the governors' annual report to parents last year. The school has established good links with the local community which help to extend pupils' experiences.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1321948
Total expenditure	1014104
Expenditure per pupil	3281

Balances (£)	
Balance from previous year	235080
Balance carried forward to the next	307844

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is **good**.

It was not possible to report in full on any of the areas of learning individually, but all areas of learning were sampled. From the evidence of lessons seen and examination of children's work, the majority of children are unlikely to meet the goals children are expected to reach by the end of the reception year. The quality of teaching and learning was good in both classes. This helps children to achieve well. The strengths observed at the last inspection have been maintained and the school has made good progress in adapting planning for the six areas of learning for young children. The classrooms are very small but staff make good use of the available space. The co-ordinator has good plans to extend the use of the area outside the classroom. Over one third of the children speak English as an additional language and around one half are entitled to free school meals. These factors, combined with the wide range of attainment of the children on entry to the school which overall is well below average, are significant barriers to learning.

Main strengths and weaknesses

- The quality of teaching is good and this helps children to make good progress in their learning.
- The broad and exciting curriculum in each of the areas of learning helps children to achieve well.
- Staff work very well together and know the purpose of each activity.
- Both classrooms are very small but staff make good use of the space available.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

35. In the lessons observed, children moved confidently around the rooms selecting activities independently. For example, in the 'office' children chose their own pens and papers to write letters or marked people off on clipboards with enthusiasm. The good range of activities and careful planning assisted children's learning well. Most children settled at one activity for some time and played alongside others happily. In group sessions, they try hard to remember to put up their hands to answer rather than shouting out what they want to say. With adult support, children involved others in their activity, but they frequently found taking turns and sharing a little difficult. Children came to work with the teacher immediately they were called and worked hard at their set tasks. Encouraging support for all children, including those with special educational needs, helped them to complete tasks suited to their level of attainment. Children understand that the quiet time on the carpet, when the teacher lights a candle, is a special time for them to they think about what has happened during the day. They participated well in this session.

COMMUNICATION, LANGUAGE AND LITERACY

36. In the lessons observed, children improved their language skills because the adults asked questions which developed children's' thinking and speaking skills well. Most children responded appropriately, but others had a more limited understanding of words used. Teachers encourage all children, including those with special educational needs, to join in discussions.
37. Children have good attitudes to books and reading. The good home-school book encourages parents to write in their comments and there is a good exchange of ideas between parents and teacher. Parents have details of letter sounds and key words so that they know how their child is progressing. Children recognise some words in the books they read together and a few read simple books with support. Most children have little experience of writing before they enter reception but they develop an interest because of the enjoyable activities they share. For

example, children drew a picture of an animal and used skills in paper folding they had learnt previously to make the picture move out of the page. They tried very hard to write about the picture underneath their drawing because they were so pleased with what they had done.

MATHEMATICAL DEVELOPMENT

38. Children were very interested in the number of different fruits eaten by 'The Hungry Caterpillar' and some were able to predict the number eaten on Sunday because they worked out the seven days of the week. In an interesting activity, planned appropriately for children of different ability levels, most children ordered pictures of groups of one to five fruits confidently. Higher attaining children ordered groups of one to ten, and, when five numbers were removed, managed to sequence the remaining five in the correct order. The level of challenge for these children enabled them to achieve well because they had to concentrate. A very good feature of lessons is that both teachers and teaching assistants record children's answers and response to tasks in their books. This ensures that children are able to build on their learning at the correct level because the comments are succinct and meaningful.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

39. In an enjoyable lesson intended to develop their awareness of the importance of their senses, children smelled and tasted three food items with great interest. They were eager to have their opportunity to taste everything. Some were a little reluctant to put on a thin blindfold but all took part seriously. Children often found it difficult to explain why they liked something because of their limited vocabulary. The teacher questioned them skilfully to extend their answers before they put ticks on their recording sheet to say whether they liked sugar, raisins or salt. Children made large models with construction kits and were encouraged by adults to describe these in mathematical terms, as 'longer than' or 'shorter than' someone else's model.

PHYSICAL DEVELOPMENT

40. The teaching seen in one physical education lesson was very good because it was planned very well and the teacher and teaching assistant were supported very effectively by the teacher from the secondary school. Very good use of questions and their answers gave children constant feedback about their performance. When the teacher praised them, children knew that she was pleased with the quality of their work. There were plenty of smiles. Children moved and stopped to signals, threw and caught beanbags, as they improved their use of space.

CREATIVE DEVELOPMENT

41. Staff plan a wide range of activities to develop children's skills in this area of learning. They gasped, "Wow!" when a teaching assistant demonstrated how to make a string print. Their interest and concentration on their own prints helped them to learn how to develop a simple skill into a more complex piece of work. Children painted confidently and made interesting collages as they learned to sew with a visitor. Staff worked hard to involve children in imaginative play. They played in small groups in 'the hospital', often alongside rather than with others, and sang along to tapes as they listened to music in the listening area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The Reading Recovery programme is very effective in promoting achievement.
- Standards by Year 2 are average and by Year 6 are below average.
- The quality of teaching is good.
- Assessment procedures are good and support accurate target setting.
- The subject leader provides good direction for improvements.

Commentary

42. The school has improved the effectiveness of teaching and learning in English since the last inspection as a result of well-planned training in the Literacy Strategy and developing children's writing, and in support for all members of staff for planning and teaching. The headteacher and subject leader carry out a rigorous programme of monitoring and evaluation that contributes to target setting by identifying strengths and weaknesses. Assessment procedures are also good and the information provides a good basis for the accurate targets pupils are set. Pupils are carefully selected for a Reading Recovery programme using the results of internal assessments. These pupils achieve well because the teacher is very skilled and provides very good, concentrated teaching. The effects of the programme continue through the school since tracking shows that pupils keep up with their peers. Pupils with learning difficulties achieve well through the impact of good support provided by support programmes as well as by learning mentors and teaching assistants in lessons.
43. Pupils generally learn well in lessons because teachers concentrate on the basic skills of language. Pupils' achievement over time is satisfactory, rather than good, because many pupils have great difficulty in applying these skills to new tasks. For example, in a lively lesson in Year 4 on writing a poem, pupils contributed many imaginative and expressive ideas during class discussion. However, while some pupils read their poems to the class using well structured phrases, several pupils lacked the skills and the discipline for writing out their work. The pupils generally demonstrate good attitudes and behaviour and want to participate in lessons. Several pupils have challenging behaviour. This is usually managed effectively and the good work of the teaching assistants helps to keep pupils' concentration. On a few occasions the flow of lessons is interrupted for minor misbehaviour, which tends to distract other pupils from the ideas being presented. Behaviour strategies at these times are less effective because they emphasise what is not correct rather than highlighting those who display good behaviour.
44. In the Year 2 national tests of 2003 standards were well below average in reading and very low in writing. This broadly matches the expectation for the cohort based on the school's internal monitoring. At Year 6 standards in English were well below average. These results at Year 6 are partly explained by the very low language skills as pupils enter the school which continue to act as a barrier to learning through the school. The results were also affected by the expectation for pupils to write independently because of the formal nature of the tests, whereas in lessons pupils were observed to write quite extensively with on-going support. For example, in a lesson in Years 5 and 6, the teacher supporting pupils with English as an additional language engaged closely in discussion with the pupils so that they became confident in writing and achieved well.
45. Standards in the work seen in Year 2 are average. Pupils are acquiring a solid knowledge of word building and sentence construction. For example, there is evidence of good teaching of phonics in Year 1 because the teaching assistant encouraged pupils to build up words using

the sounds as they completed a sentence. Lively teaching in Year 2 reinforced pupils' knowledge of the main ingredients for a story such as the setting and characters. Her good preparation of ideas and vocabulary soon led to the pupils being immersed in writing their stories. The pupils achieved well through the impact of good teaching based on good subject knowledge.

46. Standards in the work seen in Year 6 are below average. However, there is considerable variation in standards between year groups and pupils in Year 5 are likely to reach average standards by the end of Year 6. Standards of reading are lower than expected overall, as are standards of spelling. The higher attaining pupils explain their ideas well and generally write in good, fluent English. The arrangements for shared lesson planning are effective in helping teachers to adapt tasks for different groups of pupils, for example by providing a writing frame for some pupils. This enables the pupils to write more confidently. In a Year 6 lesson for the upper ability set, the teacher gave very helpful prompts to make clear her expectations and to encourage extended writing - such as 'I preferred ... because ...'. The choice of task usually provokes good interest. Teachers often use questioning well to extend pupils' understanding and answers, although at times there is an acceptance of factual answers without challenging pupils to explain or reason.
47. The subject leader provides enthusiastic direction for the development of English. Overall, leadership and management are satisfactory because her work has still to have much impact on achievement and standards. There is a good selection of interesting resources that encourage pupils to learn. Homework is usually given regularly and is followed up.

Language and literacy across the curriculum

48. Pupils' language and literacy skills are promoted satisfactorily in other subjects. There are several examples of good writing related to subjects such as history and religious education although some pupils only write a short amount in poorly formed writing. Teachers usually give good attention to the vocabulary required in other subjects, such as hypothesis and pitch.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The school has used information from assessments well to analyse strengths and weaknesses in pupils' learning.
- Grouping arrangements for Years 5 and 6 have been improved and there is good provision for higher attaining pupils.
- The computer program is used well to ensure that pupils in Year 6 have additional opportunities to practise their skills in mental calculations.
- Pupils know areas they have to improve but these are not always linked effectively to the marking of their work.

Commentary

49. The majority of pupils are currently achieving well in lessons and have made satisfactory progress over time. Pupils with special educational needs achieve well because of the good teaching and support they are given. Standards in work seen are below average overall, but have improved because of the clear focus on mathematics in the school. Pupils in Year 2 are much closer to the national averages. Some year groups are stronger than others, reflecting the prior attainment of different groups. Work is planned well so that teaching builds steadily on what has gone before. If a teacher considers that learning in the previous lessons was not

secure, the following lesson is adapted to give additional time to reinforce new ideas. Skills, such as counting back to 20 or doubling and halving numbers up to 50, are practised regularly and reinforced effectively.

50. Pupils' knowledge of number helps them in solving more complex problems, such as working out times of activities on a 24-hour clock. Teachers ask pupils to explain how they have solved problems and estimate before they measure so that they can check their answers.
51. Teachers give clear introductions to the lesson and tell pupils what they are expected to learn. Tasks are broken down into small steps and activities match pupils' abilities well. Teachers watch carefully to see if more practice or explanation is needed and use mathematical language well so that pupils become familiar with specific terms. Pupils in Year 5 and 6 discussed the purpose of the y - and x - axes very confidently as they worked out how to plot coordinates on a graph. After a discussion of methods used when multiplying numbers up to 50, the teacher finished with a challenge for everyone. Few pupils were able to solve the problem without support, but pupils who obtained the right answer quickly and explained how they did it, were very pleased with their skills.
52. At times, a significant minority of pupils do not listen to the teacher and this means that valuable time is wasted in going over instructions for tasks. However, in the best lessons, teachers manage pupils' behaviour well and consistently by engaging them with clear explanations and discussion, and by praising good behaviour. They also make their expectations clear about the talking and the amount of work to be completed.
53. Good use of the information gained from analysis of test results has led to good teaching arrangements in Years 5 and 6. The grouping arrangements are successful because there is a clear difference in the level of work provided for pupils and an awareness of which areas have been difficult for pupils in the past. In lessons for the higher attaining group in Year 6 work set by the specialist teacher is challenging and the pupils work hard because they want to achieve at the higher level in tests. The second group of pupils is working at an age-appropriate level, but time is taken to ensure that they build on their daily lessons and consolidate their skills. Most of the pupils in the third group are from Year 5 and they work at an appropriate level for their age. Pupils in the fourth group, which includes many pupils with special educational needs, require time to acquire and build on basic mathematical skills because of their lower prior attainment and the tasks they are given match their needs well. All pupils in Year 6 benefit from the daily work on the computer and can see how they are improving after a few weeks. These arrangements have provided a good model for the school to follow.
54. By use of assessment in lessons and lists for pupils about what they need to learn next, pupils are clearer about their tasks. However, the school is aware that, although there are some good examples of marking of work, the comments are not always effectively linked to targets so that pupils are not so clear about how to improve.
55. The leadership and management of the subject are good. The innovations and monitoring of teaching and work have provided a clear overview of strengths and weaknesses in learning and directions for improvement.

Mathematics across the curriculum

56. The school is working hard to increase links between subjects and this is reflected in planning. Opportunities to apply mathematical skills in measuring and calculations in design and technology and in experiments in science are taken well. Unlike in some other subjects, there is good use of ICT in the application of the computer program and the use of different types of graphs in surveys and data handling.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in Year 6.
- There is usually a good experimental basis for pupils' learning.
- Pupils take a good interest in science and want to do well.
- The subject leader has a good understanding of the role.
- Standards are below average by Year 6.

Commentary

57. The children enter reception with very limited general knowledge about the world around them and some have little play-group or nursery experience before attending school. The reception classes provide a good basis for developing the children's knowledge and understanding of the world. Teaching and learning are good and the children achieve well.
58. Standards by Year 2 are in line with the national average and match the school's internal assessment. This is an improvement on the standards found at the time of the last inspection. Pupils' achievement is satisfactory in Years 1 -2 because teachers provide an interesting practical basis for science that involves setting up experiments. In a lesson in Year 2 on light sources pupils named many sources of light, such as the moon, a torch and a mobile telephone and could describe for the sources what the light was used for. The teacher held the pupils' attention well with lively explanations and used her good relationships to motivate them. Most pupils have a sound understanding of how light comes from a wide variety of sources. A few higher attaining pupils explained that it is often linked to heat and these pupils are on course to exceed the expectation by the end of Year 2. In the national tests for 2003, the teachers' assessments show standards to be well below average.
59. Standards by Year 6 are below average for the present cohort, but this indicates good achievement from when they first entered school. Standards are similar to those reported at the time of the last inspection. Pupils in Years 3 - 4 understand the basic process of setting up an experiment in a fair way. They have the skills to read a thermometer and to take regular readings. They know about the conditions for plants to grow and what makes a healthy diet. By Year 6 pupils understand that materials may change state and have differing properties. They know to carry out an experiment in a controlled way. However, they are less sure when giving reasons or explaining their observations, leading to below average standards overall. Pupils demonstrate generally good attitudes and behaviour during science lessons in both key stages because they are interested in the activities. The teaching assistants provide good support to pupils inclined to have inappropriate behaviour by helping them to observe and take part in discussion.
60. The quality of teaching, learning and pupils' achievement is satisfactory overall and good in the Year 6 classes where teachers have more secure knowledge about science. Teachers give a good emphasis to having pupils set up their own experiments although they usually direct closely what the experiments will be. For example, in Year 4 pupils carried out an interesting investigation to find out which material will keep things hot for a long time. Despite the teacher's great enthusiasm and lively discussion, all pupils were expected to set their experiments in the same way. This approach limits pupils' understanding and achievement. In the classes with Year 6 pupils the teachers' good exposition based on good subject knowledge and preparation led to good achievement.
61. The curriculum coverage for science is satisfactory and the scheme of work allows for good progression year by year. The teachers give a good emphasis to record and write up the results of practical investigations. There is developing use of ICT, for example in setting out the results of experiments in graphical form. The quality of marking is variable. Some teachers make comments to help pupils improve although on occasions satisfactory work is given an

'excellent' stamp. There are good assessment procedures. The subject leader has a good understanding of the role and is beginning to recognise strengths and weaknesses. The quality of subject leadership and management is satisfactory at this stage.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- The work of the ICT consultant is very effective.
- Teachers choose worthwhile tasks that interest the pupils.
- Standards are below average by Year 2 but improve to broadly average by Year 6.
- Standards have improved by Year 6 since the last inspection.
- The use of ICT skills in other subjects and work on control are at an early stage.

Commentary

62. Standards by Year 2 are below average. Evidence indicates that standards are likely to be broadly average by Year 6. This indicates that pupils' achievement is good in ICT from when they first entered school because the facilities and teachers' attention to basic learning skills are having a positive impact. Standards have improved by Year 6 since the last inspection. Pupils enter reception with well below average skills and understanding of ICT.
63. By year 2 pupils demonstrate reasonable control in using the mouse. They understand several applications of information technology, including that you may switch a television on and off by remote control. Pupils in Years 1 and 2 improved their control and neatness in using a mouse during an activity where they had to click on squares in correct sequence. Many pupils demonstrated satisfactory skill although several were slow and not accurate in the movements. The 'problem solving' nature of the task was understood better in a Year 2 class where pupils made good gains in skills because they were motivated well by the teacher's good explanations and relationships. The pupils achieved well because the task built well on earlier work. Pupils with learning difficulties were supported well and those with English as an additional language were fully included.
64. By Year 6, pupils have acquired a good range of skills through worthwhile tasks in earlier years. For example, in Years 3 and 4 pupils gained an early understanding of the 'find and replace' editing process and several showed satisfactory skill. By Year 6 pupils have early skills to make a simulated presentation using animated captions and cartoon figures to convey information about a hobby or interest. The pupils have used good design ideas to build their sequences of slides. They have also entered data and a formula into a spreadsheet so that when an amount of money was spent certain figures changed automatically and a graph showed the total. This indicates developing confidence and understanding. Pupils also use the Internet for research which is usually linked to work in other subjects. Overall pupils explaining their work demonstrated broadly average standards. Their achievement was good from reception, shown by how they had come to apply skills to solve problems in their tasks. Pupils demonstrate generally good attitudes and behaviour during ICT lessons because they are motivated by the tasks. The positive influence of the ICT consultant helps to resolve potentially inappropriate behaviour. His interventions are effective in promoting good behaviour because he applies very clear strategies that the pupils understand.
65. The quality of teaching is satisfactory in Years 1 - 2 and Years 3 - 6 and there are examples of good teaching. The influence and contribution of the ICT consultant is significant in the school's recent progress in putting the facilities to use better. This is having a direct, positive impact on pupils' achievement through the school. The curriculum is planned for good progression of knowledge and skills, and teachers choose interesting and relevant tasks that give good experiences for the pupils. The school has adopted national guidance, and is in process of

adapting it, to ensure progression of skills and understanding. There is less evidence of work on aspects of control. The subject leader role is currently taken by the headteacher, who manages developments well. The school is investing a considerable sum by employing a consultant but this initiative is very effective and provides good value. The school has one computer suite within the library that is used well but only provides places for about twenty children. The school also invested recently in a laptop suite but there have been technical problems which hindered progress in its use. This has caused great difficulties for curriculum development and reinforcing ICT skills, including in other subjects.

Information and communication technology across the curriculum

66. The school makes useful links between ICT and other subjects, for example in literacy, mathematics and topics for research although progress in this has been interrupted. These help to extend pupils' skills and encourage pupils to learn by applying their skills. The extent of work across the curriculum has been inhibited, however, by the difficulties over faults in the hardware. These are slowly being resolved through the very good advice and direction of the consultant.

HUMANITIES

History and Geography

67. Work was sampled in history and geography, with only two lessons seen in geography and none in history. It is, therefore, not possible to form an overall judgement about provision in these subjects.
68. Examination of pupils' work, in both geography and history, indicates standards are in line with expectations by the end of Year 2 and Year 6. The quality of work produced in 'Black History Month' is good. Systems of assessment help to ensure pupils' satisfactory rate of achievement and pupils' standards have been maintained since the last inspection. Pupils recall visits to such places as Nunhead Cemetery and the Imperial War Museum with wonder. They enjoyed the imaginative play activities at the Livesey Museum, which broadened their knowledge of the world and creatures in it. Workshops with Roman soldiers and walks around Nunhead produced good understanding of the Romans and the number of Victorian buildings around the school.
69. Some use is made of computers in developing research skills and good use is made of opportunities to practise skills learned in literacy lessons. For example, pupils in Year 2 write interesting comments Florence Nightingale may have made in speech bubbles. Older pupils understood why rivers flood and had a very good understanding of possible dangers after flooding. However, many did not understand what an orchard was because they have never seen one. Both subjects are managed efficiently and the co-ordinators are aware of how valuable visits and visitors are to enhance pupils' learning. There are sufficient resources for both subjects, but sets of more coloured materials, rather than black and white photocopies, would be an asset to help pupils gain information from pictures more easily.

Religious education

Provision in religious education is **satisfactory**. This is an improvement since the last inspection and by the time they leave the school pupils achieve satisfactorily and attain the expected standards.

Main strengths and weaknesses

- Valuable staff training has given staff greater levels of confidence in teaching the subject.
 - There is a good emphasis on comparisons of different faiths and religions.
70. The teaching of religious education is now satisfactory and pupils' achievement in understanding the similarities and differences between different religions is developing effectively. Pupils in Year 3 and Year 4 show interest in how the clothes Hindu gods are wearing in pictures match the god's characteristics. They make pertinent comments about them. Pupils consider the importance of the mosque, church or temple to people of different faiths and how each group has particular symbols. The school encourages pupils to talk about their religion, their place of worship and their faith. When a pupil talks about fasting, others listen with great respect. Visitors from different countries and faiths give pupils first hand information about their beliefs and customs. This stimulates pupils' interest and enhances their learning. Each year group visits a church, temple, synagogue or mosque during the year and the visual impact of these places of worship remains with pupils.
71. The co-ordinator, who has led the staff training initiative with the local education authority advisor well, is currently absent, but planning is clear and there is sufficient guidance for teachers to continue with the programme. A system for assessment and recording pupils' progress is to be introduced when the syllabus is reviewed. There are good resources for the world faiths studied, many of which are displayed around the school. Religious education makes a contribution to pupils' spiritual development by helping pupils to be aware of other people's beliefs. Also periods of reflection in assemblies and concerts, especially at Christmas, contribute well to spiritual understanding.
72. Themes in assemblies reflect ideas effectively that are being discussed in religious education and personal, social and health education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only a few lessons were seen in each of these subjects. No lessons were seen in art, one in physical education, and half of four design and technology lessons. It is, therefore, not possible to make firm judgements about provision in these subjects. In music, three lessons and two clubs were seen, so this is reported in full below. The school places a strong emphasis on practical and creative learning and this makes a strong contribution to the breadth and balance of opportunities within the curriculum.

Art and design

73. In art and design a good range of work displayed around the school shows that pupils attain standards slightly above those expected by the end of Years 2 and 6. There are some examples of high quality, sensitive work to be seen and work produced during Black History Month, is certainly good. Pupils' work is displayed effectively on staircases and along corridors. Their achievement, including that of pupils with special educational needs, is often good and standards are very similar to those at the last inspection.
74. Pupils develop their skills, knowledge and understanding as they move through the school. They make good use of sketchbooks to practise skills and complete detailed and interesting still life pictures in pastels or paint with bold colours. Work with textiles is vibrant and designs exciting. Delightful masks, made by pupils following a staff training programme, are amusing, full of character and unique. In a school project, pupils designed and made the attractive murals in the nature garden with encouragement and help from an artist. Pupils are inspired by 'Mother Nature, the designer,' when they visit Nunhead Cemetery and create effective sculptures of their own.

75. The subject is led well and good use is made of school and national guidelines, which also include a simple assessment scheme. Resources are good.

Design and technology

76. In design and technology, planning is thorough. Pupils build securely on previous skills and knowledge so that, as they move through the school, they develop a secure understanding of the planning, designing, making and evaluating process. For example, pupils in Year 1 and 2 went through the whole process in making attractive fruit salads and superb masks so that they understood the importance of each stage. By Years 3 and 4, pupils demonstrate good understanding of packaging of goods and make their own packet from a plan. Pupils in Years 5 and 6 are keen to make working models similar to the pecking hens they are shown and work hard to cut, shape and fit materials together. They are encouraged to produce a better example than the teacher and this motivates them to work hard. Teachers ensure that pupils make good use of a wide range of materials, tools and techniques to produce good standards in their models and artefacts. They make good use of the food technology area and many projects are linked effectively to literacy and art. There is consistent use of numeracy through measuring and calculating and skills were used well to make interesting items for Black History Month. The subject is led and managed well and teachers assess pupils' work at the end of each unit.

Physical education

77. In physical education pupils attain standards similar to those in other schools. Standards have been maintained since the last inspection. Pupils achieve well in swimming and most pupils swim 25 metres or have good levels of confidence in the water by the time they leave the school. Pupils learn a wide range of skills in tag-rugby, basketball, netball, cricket and football through activities with professional coaches. There are good links with other schools through competitions involving school teams. Pupils' learning is enhanced by the links with a secondary school because the physical education co-ordinator works alongside teachers and helps them and pupils improve their skills. There are good opportunities for pupils to learn skills and control in gymnastics and dance. Each year some pupils are given the opportunity by the Royal Opera House to learn more about ballet.
78. The subject is managed well and every opportunity is taken to provide quality coaching and training for staff and pupils. Resources are good and there is a wide range of extra-curricular sporting activities.

Music

Provision in music is **good**. Pupils' achievement in playing percussion instruments and singing is good and pupils attain standards that are in line with those expected by the end of Year 2 and Year 6 in other aspects of the subject. Teaching by the specialist teacher for music is consistently good and helps pupils develop positive attitudes.

Main strengths and weaknesses

- Teaching by the specialist teacher is consistently good and helps pupils develop positive attitudes towards music.
- The school is involved in many outside projects involving aspects of music.

Commentary

79. Standards are similar to those at the last inspection but there are more opportunities for pupils to be involved in musical activities with other schools and the wider community. The school

places a high priority on involvement in any musical projects because they believe that these enhance learning and are a very important addition to the curriculum.

80. Teaching and learning are good because the teacher is a skilled musician and plans lessons very carefully. Resources have been chosen carefully and added to over the years. Pupils in Years 5 and 6 work with enthusiasm because they have good quality tuned percussion instruments to play. They are pleased with the sounds they hear and enjoy developing the melodies that they play with developing style and skill that they have learned previously. Pupils read the notes without difficulty and show confidence when they play tunes on the keyboards. When they come to sessions after school, pupils move to work with others because they realise that music is even better when people combine their skills. Bands from other schools come to play to them and Hollydale pupils look forward to playing to others in their band.
81. Pupils have the opportunity to learn to play keyboards and guitar after school. There are exciting opportunities to work alongside experts. Visiting specialists challenge pupils to achieve more and enjoy performance. The school has been involved in a very successful singing project and pupils sing well in assemblies. The music specialist leads and manages the subject well, providing opportunities for staff to develop their musical expertise. He assesses pupils' progress and encourages pupils with particular talents to extend their skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

82. Only two lessons were sampled in PSHE and the indications are that provision is satisfactory. The school follows national guidance and all classes except one have class discussion times or PSHE clearly marked on their timetables. There is no policy for PSHE but the requirements for the subject are met. For example, a theatre group provided a session on drugs education, which included opportunities for parents to attend. The school is beginning to incorporate suitable PSHE activities within other subjects. In general, teachers give good attention to issues of concern to the children. The work of the learning mentors is highly relevant and is effective in having a positive effect on pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).