

# Hollydale Primary School

## Inspection report

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<b>Unique Reference Number</b>	100794
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	354893
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Bob Pugh

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	258
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicky Peel
<b>Headteacher</b>	Fay Thompson
<b>Date of previous school inspection</b>	28 November 2007
<b>School address</b>	Hollydale Road Nunhead SE15 2AR
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 15 lessons taught by nine teachers. They held meetings with members of the school leadership team, governors, other staff and groups of pupils. Inspectors observed the school's work and looked at a range of different documents including safeguarding information, assessment and tracking data, the school improvement plan, school policies, monitoring reports and pupils' work. Inspection questionnaires were analysed including 53 from parents and carers, 19 from members of staff and 99 from pupils.

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

- Whether all groups of pupils at the school are making sufficient progress.
- The effectiveness of the school's actions to improve the overall quality of teaching.
- The progress the school has made in raising standards in the Early Years Foundation Stage.
- The extent to which the school's current plans are driving and sustaining improvement, especially in raising pupils' attainment.

## Information about the school

Hollydale Primary School is average in size. The proportion of pupils who come from minority ethnic backgrounds is well above average as is the proportion of pupils who speak English as an additional language. The largest groups of pupils are those who come from a Caribbean or African background. The proportion of pupils known to be eligible for free school meals is well above average. A high number of pupils enter or leave the school other than at the normal times of the year. The proportion of pupils who have special educational needs and/or disabilities is higher than average and include a number who have difficulties with reading and basic numeracy skills. There are two classes in the Early Years Foundation Stage. The school has received a number of awards including the Activemark, Healthy School Status and the gold Artsmark.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Hollydale Primary is a good school. There have been a number of improvements since the last inspection, as a result of the leadership provided by an effective school leadership team and a dedicated governing body. Teachers and support staff share the headteacher's passionate commitment to improving standards and life chances for all groups of pupils. As a result of their hard work and their aspirations, pupils make better progress than was previously the case and they are well prepared for the next phase of their academic careers. By the time they reach the end of Year 6, pupils' attainment is broadly average in English and mathematics, and this represents good progress. There is a real drive to overcome the barriers to learning which many pupils face which helps them to grow in confidence, show positive attitudes and to gain good levels of satisfaction from their achievements and contacts with others.

The school's engagement with parents and carers is a particular strength. Excellent information is made available on the school's website which informs parents and carers about the curriculum, pupils' achievements and their well-being and development. Parents and carers often come in to the school to support in lessons.

Overall, the quality of teaching is good. In the most successful lessons teachers have high expectations of pupils; consequently, pupils are well motivated and keen to learn. Teaching is less successful in the few lessons where expectations are lower and classroom management is weaker. In these lessons, learning is inconsistent and pupils' progress is no better than satisfactory and behaviour sometimes drops from good levels. For pupils in Key Stage 2 the school has introduced a setting system for English and mathematics. Pupils are carefully allocated to the set most appropriate to their learning levels which enables teachers to plan work which will stretch the more able while providing additional support for those who require it. This approach to teaching has helped most pupils to make better progress. Most pupils know their learning targets and are able to discuss their progress towards their goals with others. Their ambition to do well alongside the useful guidance and support they receive from teachers was in evidence in the work which they complete in folders and workbooks.

Good programmes are in place to enhance the English language abilities of pupils who enter the school lacking those skills. The school provides a safe, caring and welcoming environment for pupils and they respond positively by behaving well and by helping to look after areas of the grounds, such as the small garden and growing area.

School leaders and managers have developed effective monitoring and self-evaluation programmes, which means they have a clear and accurate view of the strengths and weaknesses of their school. The many developments since the previous inspection report, such as improvement in pupils' achievement, which have resulted from leadership and management actions mean that the school has a good capacity for sustained improvement

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in the future. Recent actions to improve learning and progress for children in the Early Years Foundation Stage have been effective. However, the youngest pupils are not always provided with sufficient opportunities to work independently.

## **What does the school need to do to improve further?**

- Ensure that less successful teaching is brought up to the standard of the best by making sure that:
  - all teachers have high expectations of all groups of pupils
  - behaviour is managed consistently so that it is good in all classes
  - teachers ensure that pupils' individual improvement targets are fully understood and used by everyone.
- Improve the pace of lessons and introduce more exciting and stimulating activities in the Early Years Foundation Stage to ensure that children have more opportunities to work independently.

## **Outcomes for individuals and groups of pupils**

**2**

When pupils join the school their attainment levels are usually very low. By the time they are ready to leave at the end of Year 6, their attainment in English and mathematics is broadly average. A combination of effective lesson monitoring and analysis of data over a number of years has helped school leaders to identify varying levels of achievement among different groups. As a result of changes to teaching and learning those gaps are beginning to close because teachers have higher expectations of their pupils and planning is better. Lesson observations indicated that all groups were doing equally well. In many lessons, teachers provide good levels of challenge and use pupils' good responses to questioning to shape further learning. Most pupils make good use of the opportunity to discuss their ideas with their peers. On a number of occasions pupils were seen to be helping each other and to work out solutions to problems together, gaining in confidence and sharing achievements. A good example of this was seen in an English lesson in Key Stage 2 where pupils discussed the good ideas they had about taking care of themselves.

Pupils who have special educational needs and/or disabilities are generally well supported in those lessons where teachers have planned carefully to meet the needs of all pupils, for example a teaching assistant effectively used prompt cards, so that pupils with additional needs could express their good ideas and remain part of the class discussion. Learning support programmes are good and help individual pupils to improve literacy and other key skills.

Pupils feel safe at the school and in discussions they demonstrate good understanding of how they might cope with potentially unsafe situations in the wider community. Their behaviour is good in class and outside and they work hard to earn house points which are awarded in celebration assemblies. Where behaviour threatened to disrupt learning teachers usually managed those situations efficiently, so that learning could continue. Pupils are clear about the importance of healthy lifestyles and can talk confidently about balanced diets and the need to exercise, reflecting Healthy School status. They were seen to be making healthy meal choices at lunchtime and, in English workbooks, there was good written evidence of a class debate on healthy versus unhealthy eating. Pupils

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willingly undertake responsibilities around the school, for example by acting as playground buddies, and they express a great deal of pride in their school community. Attendance levels are broadly average, few pupils are persistently absent. The school has good strategies for monitoring absence and prompt actions are taken when there are concerns about an individual's absence.

Pupils' spiritual, moral, social and cultural development is good. During the inspection, groups of pupils visited a Buddhist temple and a Catholic church, gaining insights into the rich diversity of their local community. The school helps pupils to prepare well for their future lives, by ensuring that they make good progress in learning but also by teaching about team work through sporting opportunities as well as in the classroom.

*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Many good features were observed in a large majority of lessons. School leaders and managers, teachers and support staff have developed high expectations of pupils of all ages and from all groups. They work hard to convey these expectations to pupils and their families by means of good planning and by maintaining regular contacts with parents and carers. Lessons are appropriately paced and teachers regularly check that pupils have understood the key points of learning. When teaching is satisfactory, it is because the pace slows and expectations are lower. In most lessons teaching assistants are well deployed and play a positive role in learning and assessment. Numeracy and literacy skills

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are taught effectively in all curriculum areas adding to pupils' understanding and helping them to make good progress. Planning in these subjects is usually good although weaker where teaching is less effective.

The curriculum is well organised and provides pupils with a broad range of activities which are relevant to their needs and experiences such as visiting a college and university to encourage pupils to think about their long-term futures. It has been planned in a way so that it addresses the needs of the different groups and individuals at the school with effective support available to those who need additional help with language and reading. Enrichment activities, such as music, drama and sport, are a significant strength of what the school provides. Very good opportunities are available for all pupils to learn to play a musical instrument, and participate in art and other creative learning. As a result of its good curriculum planning, the school has received the Activemark for sporting activity and a gold Artsmark for its work in the arts.

Pupils' good progress in learning is reflected in the school's effective programmes for care, guidance and support. Parents and carers say that their children are well cared for and pupils told inspectors that they feel safe and know where to go for help when they require it. For example, they know who the Learning Mentor is and what role she performs. The school can point to many examples where pupils who find school challenging have been supported and have developed good skills, and the contribution of the parent support worker is highly valued. Good care is taken to ensure that the school site is as safe as it can be, with regular checking of appliances and safety procedures. Good transition procedures are in place which means that pupils are prepared well for the next stages in their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The school's senior leadership team, including the effective governing body, has worked hard and successfully to ensure that a culture of high expectations is embedded across the whole school. They successfully promote equal opportunities for all, for example by ensuring that all pupils are able to participate in visits out of school and to have experience of playing a musical instrument. There have been improvements in the performance of all groups since the last inspection and a careful analytical eye is maintained on individuals and groups. School leaders and managers regularly and routinely monitor teaching and learning standards. The very small amount of teaching which is not consistently contributing to good progress is rigorously challenged, followed up by support and monitoring to bring about improvement. This has served to drive up

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standards in most areas of the school's work. Because they have a good understanding of their school, leaders and managers at all levels are able to plan effectively to address weaknesses and to build strengths. Their careful analysis of data has led them to establish a good system of learning groups and sets for teaching in numeracy and literacy. This has a positive effect on the rate at which pupils make progress during their time at the school because leaders and managers are able to plan effectively and closely monitor the progress of their school. The governing body plays an active role in providing the school with strategic direction. For example, a recently established working group of governors is planning the school's actions in response to a number of national initiatives. School leaders and managers frequently survey members of the wider community and their views are incorporated into the effective school improvement plan where targets are realistic and achievable.

School leaders ensure that pupils have a good understanding of their local community and links with two schools on different continents are good. They recognise that more consistent work needs to be done to engage with others from different areas of the United Kingdom. Plans are in place to address this. Safeguarding procedures are good with an annual audit undertaken at the school in partnership with the local authority and its findings reported to the governing body. Senior staff and governors have received appropriate training which enables them to act as designated persons for safeguarding and they have undertaken training on safer recruitment of staff. All members of staff attend safeguarding training and refresher courses.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make satisfactory progress during their time in the Early Years Foundation Stage. Attainment is low on entry to the school. In a few lessons the pace of learning is not quick

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enough and the support offered by adults is inconsistent. This means that not enough learning always takes place for all children. There is evidence that rates of progress are improving following the appointment of a new leader for the Early Years Foundation Stage. Equally, a strong partnership with the local authority is steadily improving outcomes for children through better planning and organisation of resources including the outdoor area.

Relationships with parents and carers are very positive. When children are given opportunities to work independently, behaviour is good. Children know how to take care of their environment. They settle quickly into their routines and they enjoy coming into school. Activities provided for children are not always as exciting and stimulating as they might be. Sometimes learning is too closely directed by adults and opportunities for children to work independently are more limited. Inspectors observed children making good use of information and communication technology resources in the Early Years Foundation Stage. Many children demonstrate that they are inquisitive learners and that they have positive attitudes, but this is not always recognised and built upon by all members of the adult team.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The views of parents and carers gained from questionnaires were mainly positive as were the additional written comments. 'There is a lot of help given to children at Hollydale' is a typical comment and endorsed by the inspection evidence. Parents' and carers' views that the school helps them to support their children's learning, and takes account of their suggestions and concerns, underpin the inspection judgement that engagement with parents is a particular strength.

## Responses from parents and carers to Ofsted's questionnaire

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

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

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	62	15	28	4	8	0	0
The school keeps my child safe	27	51	21	40	5	9	0	0
My school informs me about my child's progress	38	72	13	25	2	4	0	0
My child is making enough progress at this school	27	51	22	42	3	6	0	0
The teaching is good at this school	25	47	25	47	2	4	1	2
The school helps me to support my child's learning	29	55	23	43	1	2	0	0
The school helps my child to have a healthy lifestyle	32	62	20	38	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	40	25	47	2	4	0	0
The school meets my child's particular needs	28	53	20	38	4	8	0	0
The school deals effectively with unacceptable behaviour	14	26	32	60	5	9	2	4
The school takes account of my suggestions and concerns	18	35	29	56	3	6	0	0
The school is led and managed effectively	23	43	27	51	0	0	2	4
Overall, I am happy with my child's experience at this school	34	64	17	32	2	4	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

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

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

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

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

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

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

## Common terminology used by inspectors

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

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



11 February 2011

Dear Pupils

**Inspection of Hollydale Primary School, Nunhead, SE15 2AR**

Thank you for being so helpful and friendly when we inspected your school recently. A special thank you to those of you who met us to share your ideas about the school. We agree with you and with your parents, that Hollydale is a good school which provides you with many interesting lessons and rich experiences. Here are some of the good things that we found about your school.

- Your behaviour is good.
- You work hard in lessons and make good progress.
- Teaching and the curriculum are good.
- The school looks after you very well and helps you to keep safe ? the adults support you and want the best for you.
- The headteacher and the governing body do a good job to lead the teachers and other staff who work with you every day.

We have asked the staff to make the school even better by ensuring that all teaching is of the very highest quality and by providing more interesting and stimulating activities in the Early Years Foundation Stage. You can help by working as hard as possible and coming to school regularly. We wish you every success in the future.

Yours sincerely

Bob Pugh

Lead inspector

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