

# Inspection of a school judged good for overall effectiveness before September 2024: Holly Lodge Primary Academy

Stratford Road, Ash Vale, Surrey GU12 5PX

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Inspection dates:

3 and 4 December 2024

## Outcome

Holly Lodge Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Tammie Wisnia. This school is part of The Kite Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jeremy Meek, and overseen by a board of trustees, chaired by Matthew Woodruff. There is also an executive headteacher, Dee Hughes, who is responsible for this school and others within the trust.

## What is it like to attend this school?

Pupils revel in coming to their inclusive and welcoming school every day and on time. They greet staff and their friends with a warm smile. They are safe here. Relationships between staff and pupils are respectful and congenial. The school has high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to these expectations of their behaviour and achievement.

The school provides pupils with a broad range of opportunities and experiences, which helps to bring the curriculum to life. For example, the school organises trips to museums and a local Stone Age learning resource. Pupils do not worry about any unkindness from other pupils. They trust that staff will deal with any issues or worries promptly. Pupils are positive citizens. They proudly fulfil their roles within the school, such as being members of the school council, buddies and librarians. Pupils learn about different cultures and festivals. They talk maturely and with consideration about the rights of others.

Social times are harmonious. Pupils take pride and care in how they look in their school uniforms. Younger children follow instructions with thought and care. They explore the environment confidently and independently, as well as collaboratively with their peers. Pupils talk knowledgeably about the importance of a healthy lifestyle and healthy relationships.

## **What does the school do well and what does it need to do better?**

The school has worked highly effectively alongside the multi-academy trust to develop its curriculum thinking. It has an ambitious curriculum across all subjects, which is well sequenced. Staff revisit important subject content regularly. They focus on developing pupils' subject-specific vocabulary and understanding consistently. For instance, pupils learn how to add and subtract fractions confidently. Pupils develop a deep understanding of their historical knowledge and skills. For example, pupils in Year 6 have a thorough understanding of why Hitler rose to power. Staff's excellent subject knowledge across different subjects means that pupils have impressive recall of their prior learning. Staff ensure that they check what pupils know and can do. They address any misconceptions in pupils' knowledge and understanding with great skill. Pupils produce written work to a high standard in all subjects.

Pupils are confident and fluent readers. Staff deliver the school's phonics programme skilfully. They make sure that the books pupils read help them to practise the sounds they are learning. Staff provide effective support for any pupils who need to catch up. Younger children revel in using their phonics knowledge to read. Older pupils talk enthusiastically about the books, authors and genres that they enjoy. They particularly love using the school library.

The atmosphere in classrooms is pleasant and productive. Pupils settle into lessons without any fuss and are excited about their work. Staff routinely spot any gaps and misconceptions quickly and address them well. This means that pupils, including those with SEND, build their knowledge securely and understand the subjects they study.

The school has rigorous systems in place to check and manage pupils' behaviour. It records and analyses information about pupils' behaviour carefully and responds accordingly. Staff follow the school's behaviour policy consistently well. Pupils move around the school calmly. During lessons, there is very little low-level disruption. Staff deal with any issues quickly so that pupils' learning in lessons continues smoothly. Pupils with complex behavioural needs receive effective, targeted support. Nevertheless, the school does not always communicate some of its work on behaviour effectively to parents and carers. This means some parents are not clear on the school's approach to managing more challenging behaviour.

The school has a clear oversight of pupils' attendance. It checks and follows up on any absences appropriately and quickly. The school works effectively with wider agencies to make sure that pupils and their families have the help that they need to address any barriers. Pupils' attendance is high.

The school prepares pupils well for the next stage in their academic lives. For example, in preparation for secondary school, pupils in Year 6 learn about how to travel safely on a train. Pupils know how to keep safe online and how to report any inappropriate online behaviour. Through their lessons and assemblies, pupils learn about how to keep physically and mentally fit.

Staff enjoy working here. They appreciate the collaborative approach to their development and to curriculum refinement across the multi-academy trust. This has significantly reduced their workload. They appreciate how much leaders at all levels look out for their well-being and support them, including with managing pupils' behaviour.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The school's communication with some parents about how it manages some pupils' more challenging behaviour is not as effective as it could be. This means that some parents do not gain enough insight on the school's responses to behaviour. The school should make sure that it liaises well with all parents, so they are well informed about its work.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Holly Lodge Primary School, to be good for overall effectiveness in March 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143809
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10341833
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The board of trustees
<b>Chair of governing body</b>	Richard Brennan-Evans
<b>CEO of the trust</b>	Jeremy Meek
<b>Headteacher</b>	Dee Hughes, Executive Headteacher Tammie Wisnia, Headteacher
<b>Website</b>	<a href="http://www.hollylodge.kite.academy">www.hollylodge.kite.academy</a>
<b>Date of previous inspection</b>	11 December 2018, under section 8 of the Education Act 2005

## Information about this school

- The headteacher took up the post in April 2024.
- The school does not use any alternative provision.
- The school operates a before- and after-school provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke to school leaders, including the headteacher, the executive headteacher, the director of education of the multi-academy trust, the assistant headteacher and the deputy headteacher. In addition, she spoke to governors and

trustees, including the chair of governors and the chair of trustees. She spoke to the CEO of the multi-academy trust. The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector gathered the views of pupils and staff through discussions and from the online surveys.
- The inspector gathered the views of parents spoken with at the school gate and through the responses to Ofsted Parent View.

### **Inspection team**

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

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