

**HOLLOWAY SCHOOL  
&  
OLD CAMDENIANS' CLUB**



**HOLLOWAY SCHOOL**  
A SPECIALIST SPORTS COLLEGE

**CENTENARY  
RETROSPECT**

**HOLLOWAY SCHOOL - 1907 to 2010  
OLD CAMDENIANS' CLUB - 1909 to 2009**

*An illustrated account of the first one hundred years of the School and  
Club*

**HOLLOWAY SCHOOL, LONDON**  
**CAMDEN SECONDARY SCHOOL FOR**  
**BOYS**  
**1907 - 1914**  
**and HOLLOWAY SCHOOL 1914 - 2007**  
**&**  
**OLD CAMDENIANS' CLUB 1909 – 2009**

**CENTENARY**  
**RETROSPECT**

With a review of the school and club from their birth until 31<sup>st</sup> August  
2004 by

**John Hudson**

and a review of the school and club from 1<sup>st</sup> September 2004 to August  
2009 by

**Martin Hodgson**

# HOLLOWAY SCHOOL, LONDON

## 2009

### FOREWORD

I am enormously privileged to be the Headteacher of Holloway School, and therefore the President of the Old Camdenians in their centenary year.

This retrospect does much to convey the enormous contribution that Holloway School has made to many people's lives, not least its staff and students. All schools change and develop in their history, but perhaps few have changed as much as this one. In the short time that I have worked here, I think I can say that I have worked in at least 3 very different institutions. However, some things remain constant, and the loyalty that the Old Camdenians show to their Alma Mater is one of those constants. This retrospect, by its nature, looks back. As we look forward we can see a very healthy future for this school, and we can be hopeful that in 100 years' time someone will be charged with writing the Bicentennial Retrospect.

There is a huge debt of gratitude to all who have been or who are active members of the Holloway School community, whether they be staff, head teachers, Old Camdenians, Governors and other stake-holders. My personal thanks to Martin Hodgson, Deputy Head, for compiling the latter part of this retrospect, and of course, my debt of ingratitude to John Hudson, for all that he did for this school.

#### **Bob Hamlyn (Headteacher, Holloway School 2004- )**

I am both pleased and proud to be asked to write a foreword to the Centenary Retrospect on behalf of the Old Camdenians.

John Hudson's excellent research into the facts and people of the school's background presents an informative, entertaining and educational history. It is a well documented and anecdotal follow-up to Richard King's Jubilee Retrospect. John has emphasized that the school's continued success is as a direct result of the excellent relationship between pupils and staff. He rejoices in the role of the Old Camdenians Club in helping to maintain and prosper that relationship between ex pupils and staff. That retrospect is intended to be read and enjoyed by Old Camdenians of all ages and to encourage the closeness and sense of belonging common to most OC's

John records the school's continuous social, educational and environmental changes. It is significant to note the The County Secondary School for Boys was one of the first LCC boys' county grammar schools and one of the first to become comprehensive. Somewhere midst the physical changes to the school, can still be seen the "old Hall" now referred to as the Camdenian Hall. We do appreciate how lucky we are to belong to such an excellent organisation as the OC's club and still have our annual reunion dinner at the school on the last Friday of November.

Richard King, who was a member of the school for over forty years, was an inspirational and charismatic master, whose influence was felt long after one left the school. Other high calibre teachers and personalities such as "Bill" Seitz, "Doc"

Atkinson, "Bunny" Griffiths, Theo Crabtree, R G Dixon and Gordon Clarke helped to point the way to our future careers. Bob Hamlyn, Alex Williamson, Martin Hodgson and Bill Wood are some of the more recent staff members who have carried on that tradition.

Previously, we have relied heavily on the football and cricket clubs to recruit new members. In this, our centenary year, the school and the Old Camdenians Club must adapt and respond positively to the current changes, such as pupils leaving the school at an earlier age, the new status of the school and that new Old Camdenians will include ex girl pupils. Whilst change is constant, the OC's will continue to be available to help and support the school in whatever way we can. We will strive to maintain our close communication links and special relationship with the school, which John Hudson so earnestly advocated and practiced.

**Richard Brown**

**Chairman, Old Camdenians 1984-2000**

**Chairman, Camden Playing Fields Trustees 1990-**

It is an honour and a pleasure to have been asked to contribute to this foreword. Among the threads running through John Hudson's comprehensive Centenary Retrospect are the close sporting links which have evolved between the School and the Old Camdenians. These were established from the outset when, in 1909, a group of ex-pupils formed Old Camdenians Football Club (OCFC). After regrouping in 1919, the Club became a founder member of the Secondary Old Boys League and returned to its pre-war home, the school ground at Bow Lane, Finchley. By 1931, it had been joined there by the newly formed Old Camdenians Cricket Club (OCCC), an arrangement which continued until the ground was sold in the 1980s.

During the 1939-45 conflict, schools football continued to be played and the School 1<sup>st</sup> XI enjoyed an unbeaten four-year run, ending in 1947. Many of those players subsequently filtered through to the OCFC, whose strength was further boosted by masters such as Bill Seitz (himself an Old Camdenian) actively encouraging schoolboys to join the Club. These factors, and the adoption of a deliberate youth policy, brought unprecedented, and unsurpassed, success to the OCFC in the 1960s. At the same time, and for similar reasons, the OCCC 1<sup>st</sup> XI became one of the strongest amateur sides in North London.

Change was, however, inevitable. Since 1972, the Old Camdenians sporting activities have been based at their clubhouse and ground at Burtonhole Lane, Mill Hill. This has enabled the traditional football and cricket fixtures against the School to be revived. More recently, the School has achieved Specialist Sports College status and now enjoys splendid, new, in-house sporting facilities which are available to Old Camdenians.

We should be proud therefore that, after 100 years, these sporting links are still in place today and it was John Hudson's fervent wish that they should continue to flourish – a goal well worth all of us striving for.

**Alan Meyer**

**Chairman, Old Camdenians (2000-2009)**



I must pay tribute to John Hudson in compiling this Centenary Retrospect which is a fascinating recount of the history of Holloway School.

When John retired, he undertook to write this book and he did great research into so that he could give an authentic account of the 100 years of both the School and the Old Camdenians. He followed on the Jubilee Retrospect which was written by R.J. King who started as a junior schoolboy at the School, won a scholarship to Cambridge, obtained first class Honours in History, returned to the School as a Teacher, and eventually becoming its Head.

John regretfully was diagnosed with Cancer and although he put up a first class fight against this disease, he eventually succumbed to its effects. Despite this, he did not waver in his determination to complete the work which I am delighted to say he achieved with the great help of Martin Hodgson (Holloway Deputy Head) who completed the history from when John retired through to the present day.

John undoubtedly can not be praised enough for the devotion he showed to the School and for his untiring efforts to lead the School out of special measures. His great contribution meant that the School continued, and to this day, retains its name of Holloway! There was a possible move to close the School and reopen with a new name.

The Camdenians have seen one name change so a second would surely have been untenable.

He also showed great vision in how the School could be developed and I am sure he would have been ecstatic at the present development, rebuilding and refurbishment taking place.

We all regret that John did not live to see the “modern” School completed and he also did not see his book “Centenary Retrospect” published. However, I feel that he was the prime factor in seeing R.J. Kings hopes fulfilled and I quote from his “Jubilee Retrospect.”

*“When the centenary comes, the School’s growth will be seen to be continuous and natural response to the needs of the neighbourhood it serves.”*

We all owe him a debt of gratitude.

**G.W. Ives**

**Secretary Old Camdenians Club**

## BIRTH OF A GRAMMAR SCHOOL

There was no plan to build a grammar school or any other type of secondary school in Hilldrop Road at the start of the twentieth century. In fact there was no organised secondary education for the majority of children anywhere in England at that time. There were secondary schools in London and elsewhere in England but these were independent of the state and generally charged their pupils fees. These schools included public schools, two of which, Harrow School and Westminster School, are within a few miles of the present Holloway School and the endowed schools, many of which were church schools and included well-established grammar schools throughout the country. There were other private schools of varying degrees of quality.

The only schools in the central boroughs of the metropolis that were maintained by the state were managed by the School Board for London. Since 1870 board schools throughout England had provided elementary education for children under the age of thirteen. The cost of providing elementary education was met by charging an education rate on householders within each school board area while members of each board were elected periodically by eligible local residents. London was brought into the 1870 education bill late in the parliamentary process on an amendment put forward by W.M. Torrens, M.P. for Finsbury. The original intention had been for London to be divided into small school boards based on workhouse districts.

From the age of seven pupils began taking HMI (Her Majesty's Inspectors of Schools) standards examinations starting with standard 1 and moving on to higher standards over succeeding years. The major challenge for the boards was attendance and many pupils left at the earliest opportunity before taking standards IV and V. However, by 1887 the London Board resolved that just one school in each local grouping of schools would teach the higher grades. These 'central' schools made less use of pupil teachers. The strategy was successful for in 1886 just fewer than 50,000 London pupils were in standard V while by 1903 the number had more than doubled.

By the end of the 1890s and the start of the next century it was possible for academically able elementary school pupils to win scholarships to attend endowed grammar schools. However, only a few hundred gained scholarships in inner London each year and a high proportion of the population was effectively excluded from any form of schooling after the age of twelve. Ability to pay tuition fees and to forgo children's wages, not academic potential, were the major factors in gaining secondary school admission.

Because of a rapidly growing population in the Tufnell Park, Kentish Town and Lower Holloway area of North London during the late nineteenth century, the School Board for London planned to build a new elementary school for boys and girls up to twelve years of age on a site in Hilldrop Road. Hilldrop Road is marked on Stanford's 1872 'School-Board Map of London' in the District of Finsbury. In those days the building on the site of the present school, to the north of the bend in Hilldrop Road, is marked as 'Grosvenor Lodge'.

Resources for schools were very limited in those days so the Board developed a pragmatic solution to the shortage of certified teachers. The new school would be a pupil teacher centre. In this type of elementary school a relatively small number of certified teachers trained former elementary school pupils, themselves often tough disciplinarians and sometimes as young as fourteen, as pupil teachers to teach the elementary school children. An elementary school of around 300 pupils would have a head teacher, two or three certified teachers and about six pupil teachers. It was possible but not common for pupil teachers to win 'The Queen's Scholarship' to go on to training college and become certified teachers themselves.

The earliest available south elevation drawing for the new school, also marked for east and west extensions that were to be built decades later, is headed 'Marylebone Pupil Teachers Centre, Hilldrop Road, No. 11' with 'Holloway Central' handwritten above but with the word 'Central' crossed out and 'Secondary' written just above. The north elevation, 'No. 10', has the name 'Les Bailey, Architect Mar. 13 1907' handwritten at the bottom. It seems clear that architects' drawings were recycled and reused in different parts of the London School Board area. In fact the same drawings were used by architects for the school's 1999-2002 building programme. Perhaps the new building may have housed a central school had the school board continued to function.

The school in Hilldrop Road, which from front and rear looks remarkably similar to the elevation drawings of the Marylebone school referred to above, was to be a rather stark four-storey, red-brick and yellow-stone building whose severe lines were relieved by exciting looking pinnacles and towers on its roof. If the elevation drawings are any indication it seems that the overall layout of the building would be typical of other board schools in London.

The design included a dining room and kitchen in the basement with adjoining boiler house and cloakroom area accessed from the playground. On the next floor a corridor ran between stair cases at either end of the building with four classrooms on the north side and a hall on the sunny side; it was a self-contained unit. Up more stairs to another corridor, four more classrooms and another hall; a second self-contained unit. Other teaching rooms including art and craft studios were located on the top floor. There was an entrance for girls on the west staircase, closest to Hilldrop Road, and one for boys on the east staircase.

Had the school building remained under school board regulations, the infants section would have to be taught by a school mistress and would be a mixed class while older boys and girls would be taught as single sex classes, the latter by a school mistress. Elementary schools were required to provide five hours of instruction per day, five days a week in term time. This is similar to present-day expectations.

The site of the proposed building was closely surrounded on all sides by the elegant villas of a prosperous business community. Many households would own a carriage and four and there was easy access to the City by bus, tram and, by 1907, tube trains that ran south from Tufnell Park and Kentish Town. Some of the wealthy and influential residents in the Tufnell Park, Hilldrop Road and Camden Road area were unenthusiastic about having a school as a neighbour. In spite of their



objections and petitions the building, designed for not many more than 300 pupils under the age of thirteen, was constructed within the first few years of the new century and then left vacant. Big changes in the overall organisation of education were about to take place and important decisions about the new building's future use needed to be made.

The Education Act of 1902, initially drafted by Sidney and Beatrice Webb, transferred control of education outside London from school boards to local education authorities. The London Education Act of 1903 passed control of inner London schools from the London School Board to the London County Council (LCC). The LCC, set up in 1889, was the largest municipal authority of its day. By 1900 the LCC included twenty-eight Metropolitan boroughs; Islington and Lewisham to the north and south, Woolwich and Wandsworth to the east and west.

The 1903 London Education Act enabled the London County Council to open secondary as well as elementary schools in inner London. By 1904 the LCC was considering a significant increase in the number of junior county scholarships for children in the inner London boroughs. One reason for this change in the number of scholarships was to shift the training of future teachers from a cheaper but less effective pupil-teacher model to college training following secondary education. Other reasons for the expansion of secondary education included the continuing shift away from manual to clerical employment and the growing expectations of the population at large for their children to benefit from improved education.

However, there was a shortage also of secondary school places to accommodate an increase in the number of scholars. In addition, the LCC required the county secondary schools it was about to open to include both scholarship-holders and fee payers. This was in order to create an improved social balance in each school. The original intent was for scholars to take 60% of places in London's new county secondary schools and fee-payers to take 40%.

Sidney Webb, LCC member for Deptford from 1892 and by 1904 chairman of the LCC's Higher Education Committee and known as London's Minister for Public Education, did more than encourage the Council to increase the number of junior county scholarships. He stated, "Let the Council appoint the full 2,000 (of scholarships): we will find the schools for them". Accordingly, in the summer of 1905 the search began and seven school buildings were identified in the LCC area to accommodate the new county secondary scholars and accompanying fee payers. Some of these buildings were already in use while others were to be opened shortly. All seven were opened in September 1905 as girls' schools because of a shortage of places for girls at that time; the majority of existing endowed secondary schools were for boys only. The new schools included Kingsland, Manor Mount, Sydenham and Fulham. It seems likely that the Hilldrop Road building had yet to be completed for otherwise it might have been used in the 1905 phase of new county secondary buildings and become a school for girls.

By September 1907 the number of LCC county secondary schools had increased from seven to sixteen and even more places had been found from among the aided schools. Inner London now had maintained county secondary schools for boys and girls.



## FIFTY MAGNIFICENT YEARS

In spite of the differences in accommodation needs between a coeducational elementary school and a secondary school for age 11 to 18 boys, the LCC decided that the pupil teacher centre building in Hilddrop Road should be used instead for a boys' grammar school. The only significant changes were conversion of the upper hall into two more classrooms and provision of science laboratories on the top floor. The Hilddrop Road building, designed as an elementary school, was never used as such although one local primary school shared use of the building over thirty years later during part of the Second World War. The new school was the Camden Secondary School for Boys. Opened to students in September 1907 it was one of the LCC's first county grammar schools for boys; equivalent girls' schools having opened two years earlier.

Augustus Kahn, recruited from University College School when it was moving from Bloomsbury to its new site in Hampstead, was the first headmaster. A specialist in mathematics, economics and banking he could teach – and teach well – any subject in the curriculum. In his second master Mr. L H Pond and assistant masters Messrs Price, Crockett, Dice, Dobbs, Griffiths, Schodduyn, Whitton, and others he engaged some outstanding teaching staff to set the scene for a very successful school. The curriculum for students from the age of 11 up to 18 covered the range of grammar school subjects including English, Latin, French, German, mathematics, chemistry, physics, geography and history. The school taught economics as well, unusual at the time but valuable considering the job opportunities within the nearby City.

Although all members of the teaching staff were male in the school's earliest days, from the outset of war in 1914 they were joined by women some of whom remained at the school into the post-war years. From then onwards Holloway School benefited from both male and female teaching staff. Mr Price, in his early memories of the school in the Jubilee Retrospect, notes the caustic wit of the first art master, Mr Brandon-Jones. When he (Brandon-Jones) returned at the end of the war, a lady member of staff was tactless enough to say that his return might cost her her job. "Had I realised that, I should have made certain of being killed." He replied.

In the years between the two World Wars, Miss Booker, a part-time teacher and part-time school secretary, started the school's tradition of school journeys to continental Europe. Miss Chubb opened the dramatic society which flourished for many years.

In a move that would now be regarded as highly unusual Augustus Kahn brought with him the top form of the commercial section of University College School, all of whom had won scholarships, to create the upper part of the new school, while LCC scholars and fee-payers filled the school's first secondary cohort. In the year it opened Camden Secondary School for Boys included a complete first year class of scholarship-holders and fee-payers and a full sixth form, but smaller numbers of boys in the classes in between.

All pupils and staff fitted comfortably into the school's relatively small assembly hall on the day the school opened. They listened to their headmaster's address and

his expectations for the future of the school and, to the piano accompaniment of J.H. Price, sang the hymn 'Lead kindly Light' for the first time. According to the 1957 Jubilee Retrospect, Dr Walmsley, principal of the Northampton Institute, accompanied Augustus Kahn on the platform in the assembly that day. He lived next door to the school and had two sons at the school. As he dashed across the road on his way to work one morning he was hit by a tram and killed.

From the outset the school established characteristics that were to set it apart from other schools. The school motto, 'Persequere', is a Latinised version of the first line of the chorus, 'Follow up', of the Harrow School song, 'Forty Years On'. This was adopted by Camden Secondary School for Boys soon after its opening and by the Old Camdenians Club. The game referred to in the song is not modern association football or soccer - it is Harrow Football. The song 'Follow Up' was written by Edward Bowen in 1872, later a Harrow School housemaster. He had codified Harrow Football in 1865, a time when the rules of other sports were first established. (The Football Association set down the rules of football for the first time in December 1863 while the boys of Rugby School wrote the rules for their version of football in 1870.)

Harrow football, something of a combination of association and rugby football, is still played at Harrow School for about two months in mid winter, when conditions are suitable – cold, much rain and a thick, slippery layer of London clay. The game is played by present and former Harrovians as one part of that school's ways of keeping good communications between the two groups. Possibly the founders of Holloway School had the same in mind when they adopted the song.

'Follow up' and 'the tramp of the 22 men' are significant because Harrow football is an 11-a-side game with a continuous off-side rule, like rugby football. All players remain behind the ball-line so they need to 'follow up' when their team is in possession and moving forward. The music was composed by John Farmer, Harrow School music master, who had founded that school's continuing zest for song in 1864. Harrow School continues to bring present and former students together through occasional evenings of song. Two verses of the song 'Follow Up', the first and fourth, are still sung with great gusto at the Old Camdenians Club Dinner at the school on the last Friday of November each year. In its grammar school days pupils, parents and school masters and mistresses were invited to join the singing of 'Follow Up' at the school's annual speech day.

The motto underlines the crest, although the whole badge is now embroidered in white and not in its original silver-grey metal format. A commonly held view is that the crest is the Phoenix, the mythical, self-rejuvenating bird worshipped in ancient Egypt. For example, the 'Notes on the School' in the programme for the ceremonial opening of the new buildings in 1956 point out, "The school colours are black and silver, its crest a Phoenix and its motto 'Persequere'". However, Richard King, a member of the school for nearly forty years, accepts that while "the origin of the school crest is uncertain; it is probably the eagle of St John's College, Cambridge", Augustus Kahn's former college.

As a result of Augustus Kahn's leadership and organisational skills, the school was a well-established, one-form entry age 11 to 18 grammar school of some two

hundred boys by the time he left to become a school inspector five years later. Thanks to the existence of a sixth form from the very start, former pupils established the Old Camdenians' Club as early as 1909.

Frederick Hurlstone-Jones, from Hackney Downs School, whose former trustees, the Grocers' Company, had transferred ownership of that school to the LCC in 1905, followed Augustus Kahn as the second head of Camden Secondary School for Boys in September 1912. Although there is some uncertainty about the date when the school's name was changed to Holloway School, Richard King writes a telling phrase in his Jubilee Retrospect of 1957, "in those pre-1914 days before the name of the school was changed". This strongly suggests that the name was changed in 1914, two years after Frederick Hurlstone-Jones became headmaster.

In any case, the newer name is consistent with local geography and the responsible borough at the time of the change. For example, Camden School for Girls, a voluntary aided school founded in 1871, is located a little over half a mile from Holloway School and within the boundaries of the 1900 Metropolitan Borough of Camden (and the 1965 London Borough of Camden). On the other hand, Camden Secondary School for Boys, a county school, lay within the borders of the Metropolitan Borough of Islington, not Camden.

R.J. King was unusually well qualified to comment upon Frederick Hurlstone-Jones's immense contribution to the school; he had experienced the headmaster's qualities from a number of perspectives over an extensive period. Richard King had joined the school as a first year pupil during the Great War and became school captain before going up to Christ's College. After graduating from Cambridge he returned to Holloway School to be a history master. He led school camps and was promoted to become the second master (deputy head). He had also been a secretary of the Old Camdenians' Club and was then to become the school's acting headmaster and the club's president from 1951 to 1953. He was present in the school for about twenty-nine of Hurlstone-Jones' thirty-four years as headmaster.

In his 'Jubilee Retrospect', Richard King quotes from the address he wrote for Hurlstone-Jones's memorial service in 1951. Some of the details in the following portrait of FHJ are covered more fully later on:

"He became in 1912 the second headmaster of Holloway School, and held that position for over thirty-four years. In that time the school numbers increased to six hundred, the buildings were twice extended, the curriculum widened, the playing fields won, and a flourishing cadet corps established. He was a shrewd judge of men, and he gathered together an exceptionally able staff; indeed, there was a time when the number of Holloway masters appointed to headships recalled the influence of Arnold's Rugby. He never interfered with the methods of his staff, but trusted them to work in their own way; but he gave them loyal support in any new ventures they suggested to him. Under his leadership the school was one of the first maintained schools to win an established footing in the stronghold of University scholarships, and it was for him a proud moment when he was entertained by the Cambridge Old Camdenians as their first guest. Many of us through his influence became members of Christ's, his old college, to which he was deeply attached."



"The Roll of Honour of two world wars was to him a source of pride as well as sorrow, and he often spoke of the splendid service to their country of the old boys of the nation's secondary schools. But the years of evacuation after 1939 were grievous to him. Out of his environment he was not happy, and his health showed signs of strain; the values and traditions he had laboured to create were threatened, and he was glad when the school returned to London. During his last years he patiently set to work to rebuild the school for the second time."

Many of the school's masters enlisted for military service when war was declared in 1914 and were replaced temporarily; these temporary staff were mainly women and older men who would not be called up for service in the war. Although all masters who joined up survived the war and returned to the school when it was over, thirty-six Old Camdenians are known to have lost their lives in action. Their names are remembered on a plaque in the school. Even the oldest Old Camdenians were only about twenty-three years of age when war was declared so nearly all were eligible for call-up and most volunteered anyway. In consequence the Club was suspended between 1914 and 1918. However, and according to Richard King, the end of the war saw the reformation of the Old Camdenians Club. The Old Camdenians' Football Club was formed in 1909 at the same time as the parent Club but, following the war, was one of the founder members of the Old Boys' Football League in 1919.

Hurlstone-Jones, or 'Chuckabrick' as he was later affectionately referred to by his boys, changed the school colours in 1922. From the red and blue of Augustus Khan's former college, St John's, Cambridge - the college owned property in Brecknock Road at that time - they became the present black and silver or white. The Old Camdenians Club tie still includes the school's original as well as its more recent colours with its thin red, blue and silver stripes on a black background.

In keeping with its planned board school status, and at a time when games or even physical education were not available to elementary school pupils, the school occupied a small site with no playing fields. In its early years, Camden Secondary School for Boys used Parliament Hill Fields, then a ground in Cricklewood and next a ground in Bishop's Avenue for games, but the year after Hurlstone-Jones's arrival it had its own sports ground at Bow Lane, Finchley. These playing fields were leased until 1926 when Hurlstone-Jones persuaded the LCC to purchase the freehold. The school added a pavilion with showers and changing rooms in 1930 and students used these grounds for nearly eighty years.

By the end of the Great War the school's accommodation was stretched to its limits. In 1923 art, history and German were taught in a building on Dalmeny Avenue left vacant by Camden School of Art. Four years later more classrooms, a library and a workshop, known by the architects as the East Extension Wing, were added together with a school hall with a small stage. An uncharted underwater stream presented challenges to the building of the hall, parts of which had to be rebuilt. A few years later three more classrooms were added to the west staircase, the West Extension Wing. The school had now the accommodation it needed for six hundred pupils, a roll it maintained until the mid 1950s - it was a fairly typical three-form entry grammar school, in fact.



Three-form entry county grammar schools in England were generally 'streamed' in those days and Holloway School was no exception. Each new cohort of ninety boys was divided into three classes of about 30 boys for teaching purposes. More unusually and during the school's grammar school days the first-year cohort in the school were given the prefix 3. So, the most academically able first-year boys were placed in 3A, the middle range grammar entrants in 3B while the lower achieving pupils were taught in 3C. These groupings or streams remained as students progressed through the school although there were promotions and demotions based on pupil performance during the preceding year. For example, the majority of 3B boys remained in the B stream and moved on to 4B and 5B in successive years.

While classes were numbered from first year to fifth year until the start of the National Curriculum in 1990, there is some uncertainty about class names in the fourth and fifth years of the grammar school. In their fourth year at the school boys entered the Remove or Lower 5<sup>th</sup> so a third year boy in 5B is likely to have moved into Remove B or Lower 5<sup>th</sup> classes. When they reached their sixth form years, boys were divided into those taking arts subjects and those following sciences in preparation for university entrance.

Pupils in each class were further divided into the school's four 'houses'. Each house, Blue, Green, Red and White, had a house master and a house captain. The houses, modelled on the public boarding schools, had two purposes. Firstly each house provided a framework for inter-house competitions in football, cricket and other sports across the entire age range of pupils. Secondly, within a social arrangement whereby boys had contact with pupils of different ages, including siblings, house masters provided pastoral support for pupils in their respective houses.

The earlier years of Hurlstone-Jones's leadership are remarkable for academic achievement. Pupils achieved seventeen open scholarships and exhibitions to Cambridge, nine to London and six to Oxford within the first fifteen years of Hurlstone-Jones's headship. By the start of the Second World War over ninety former students had graduated from these three universities. Holloway School was challenging the long-established supremacy of the public schools.

By the 1930s the school was also highly regarded for its corporate life and art, drama and sport were central to this development. The Bow Lane playing fields were situated just three stops down the Northern Line, although the line from Tufnell Park to East Finchley wasn't opened until July 1939. Philip Cramer, a pupil at the school from 1927 to 1932, recalls the open-decked number 284 buses occasionally racing each other to get to the grounds. Philip remembers too the tuck-shop run by caretaker, Sergeant-Major Warren, and "the option of cocoa and a slice of toast with dripping on it". Philip Cramer, now in his 95<sup>th</sup> year, also remembers his last day at Holloway school.

"Upon the last day, breaking up for the summer holiday, it was the practice to finish at midday. That was not for me. My results had been dismal and Mr Price and Mr Mangham kept me back alone in a classroom until late in the afternoon. Then they gave me the hardest dressing down, sufficient to bring tears, after emphasizing

the cost of fees and my ingratitude to my parents, adding the piece about 'one can bring the horse to water, but you cannot force it to drink'."

Philip was to be among fourteen others to go on a school holiday to Germany the next day, in July 1932. He met the master in charge of the trip, Herr Sceten, "standing by one of the Liverpool Street Station pillars. Here I was to have another dressing down and told that most certainly if I was in any trouble, I would be sent home. I can assure you that the experience that these men had given their time to make me see sense has attributed to my attitude in my working and everyday life".

As well as trips abroad, the school also provided popular school camps and a flourishing cadet corps. The corps was founded soon after the start of the War in 1914 and remained an important part of the life of the school until 1931 when the LCC, influenced by the pacifist feelings of the day, withdrew recognition of and financial assistance to any kind of military corps in their schools. In its earlier years the corps, commanded by the headmaster who was ably supported by Sergeant-Major Warren, was part of the 2<sup>nd</sup> Cadet Battalion of the Royal Fusiliers.

Stanley Whiteman entered Holloway School with a junior county scholarship in 1931, the year before Philip Cramer left. He recalls that he entered Red house when J.H. Price was its house master and R.J. King his assistant. Stanley Whiteman rose to become house captain, school prefect and school captain. At the time of his selection Stanley was only the second pupil to be school captain for two successive years. During his time at the school Stanley played football and cricket but took no part in the various societies at that time, such as dramatic, debating and chess. On the other hand, he did enjoy week-end camps, holiday camps and journeys abroad. Stanley remembers a camp at Chideock, near Bridport in Dorset, because of its excellent organization. He recalls the reaction of girls from a nearby campsite who "were staggered to see the sophistication of our cooking facilities". He recalls "Doc" Atkinson "cycling all the way down from home a day or two into the camp and entering wholeheartedly into everything". Stanley notes that "masters were as angry if you called them "Sir" (at camp) as if you didn't do so in class".

As a sixth-former on a trip to Konigswinter in 1936, the year of the Jesse Owens Olympics, Stanley remembers a huge 'Juden nicht erwünscht' banner outside the hotel at Drachenfels and social evenings and meals with the Hitler Youth. Hitler had taken power as German chancellor in 1933 and his Nazi reign of terror, leading to the Second World War within six years, was beginning to engulf much of Europe and bordering nations, sea routes and air space.

On entry into the sixth form in 1937 Stanley was undecided whether to do arts or sciences for his 'highers' (the equivalent of present day A levels). Hurlstone-Jones said, "You ought to be a scientist – go and see Atkinson". He went to see Dr Atkinson and told him what the head had said to him. "I know Whiteman and the answer is I don't want you." Dr Atkinson then asked "What did you get in School Cert?" Stanley told him – he had passed in eight subjects with distinctions in two arts and two science subjects. Dr Atkinson replied, "Right I'll have you".

Stanley goes on, "So it was that with the wonderful tuition of the Doc and Dougal Brown (the sciences) and Mr Bamford (maths) I finished up in 1939 with highers in

chemistry, physics, pure maths and applied maths. I could not have done better anywhere else.”

Before leaving Holloway School, Stanley Whiteman, as red house captain, was invited by J.H. Price to tea at the latter’s rooms at the Inner Temple. J.H. Price, who served the school from 1907 until 1938, was a practicing barrister and Stanley had been invited in response to Red house’s gift to Price on his retirement; it was a leather-covered upholstered chair.

Stanley Whiteman and Richard King remained good friends after their Holloway School days. When Stanley Whiteman moved on to Christ’s College in 1939 he went to the same digs as used previously by R.J. King and E.R.C. “Bill” Seitz. Six months after going up to Cambridge Stanley was called up into the army.

Other masters, and their roles, that Stanley Whiteman recalls are Theo Crabtree, who played cricket for Southgate and was head of Blue house, “Bill” Seitz head of Green house, “Bunny” Griffiths, at one time head of Red house and “Doc” Atkinson, head of White house. Bill Seitz later left a legacy for the renovation of the school hall, which had been neglected for years. For many years the hall was known as the Bill Seitz Old Camdenians’ Hall, later abbreviated to the Camdenians’ Hall.

Stanley Whiteman also writes, “I was able to achieve academic levels which I believe were as high as I could have achieved at University College School and, moreover, I experienced the life of one of the best secondary schools in London under the finest headmaster”.

After the Second World War, Stanley Whiteman, by now a junior partner in a City firm, had to recruit a new junior clerk. Stanley called R.J. King, who sent along Richard Brown for interview. Richard was a pupil at the school from 1943 to 1948 and later became chairman of the Old Camdenians’ Club and then one of its life vice presidents. Richard remembers “I learnt a great deal from Stanley, which stood me in good stead for my future career. Speaking in public, the influence of the voice, how to listen, how to chair meetings, how to deal with squabbles etc”. The School and Club have, over the years, established a strong and very helpful tradition whereby many former students of all ages, including members of the Club’s management committee, help current students through work experience opportunities, job interview practice and other activities to help prepare them for the world of work.

Richard Brown remembers some of the oddities of the evacuation of London’s children. Before joining the school he was evacuated with one brother and one sister in early September 1939, they stayed away through the duration of the ‘phoney’ war only to return to London in time for the ‘blitz’ of summer 1940. They stayed in London through this very heavy bombing only to return to Cambridge when the ‘blitz’ was over.

Richard recalls that his masters were “elderly since younger men were away on war service”. There was just one mistress in the school at that time. He particularly remembers his formidable and highly respected English master, R.G. Dixon for bringing him into the world of books. “Dixon always wore his university gown, which



proved an excellent duster for the blackboard. I can still remember Silas Marner, Hamlet and Macbeth from his teaching and can recite poetry I learned through him."

Bob Pinker was a contemporary of Richard Brown and remembers being taught by "some outstanding men during my years at Holloway but, when I look back, Grahame (Dixon) stands out as the very best of them all. I can never repay the debt I owe him. When I went to Holloway at the age of 13, I was a precociously well-read, semi-numerate boy, full of literary enthusiasms but totally lacking in any semblance of intellectual discipline. Grahame was my form master in the Remove. He must have seen some promise in me because he took me in hand, taught me the elements of grammar, set me extra essays and encouraged my early attempts at poetry and short stories. Most of all, he gave me the confidence that I inwardly lacked and filled me with ambition".

Bob goes on "I was the first in my family to stay on at school after the age of fourteen. My parents wanted me to leave after matriculation. I desperately wanted to stay on so asked Grahame to put in a good word for me at the last parents' evening of my fifth year." Grahame did more than this; here is a copy of what he wrote on 21 July 1948:

"Dear Mrs Pinker,

I was very sorry to miss you on the evening of Open Day at Holloway School. I understood too late that you were present, and should have welcomed the pleasure of meeting you. I wanted to have a word with you about your son, Robert, in whom I am very much interested. I am therefore taking the liberty of writing to you instead.

I am much impressed with his literary talent. I have had twenty-five years teaching boys, most of them being senior boys and candidates for Matriculation and the Higher School Certificate and candidates for University Scholarships. Robert has, I am sure, creative power and a vivid imagination, both of which are vital for a literary career. His command of words is exceptionally good, and his efforts in literary media both varied and promising. His weakness is merely that of youth: a certain lack of self-discipline in his writing. He will acquire that, once his School Certificate stage is past. He needs to toil harder at what he does; he has fluency and facility in writing, and his imagination runs away with him at times. But these are excellent signs of an overplus of creative faculty; he will find inevitably the need to grapple with his difficulties. His poems are examples of this. He produces verses that show undoubted talent. His prose shows the same fault; he hastens so fast that his punctuation suffers. But it is good prose all the same, full of energy and imagination.

Robert reads a good deal, and he reads good stuff, and thinks about what he reads. He has a genuine taste for good literature. It would be a pity if these tastes and talents were not allowed opportunity for development. Robert is just the boy to gain immense benefit from a post-School Certificate Course in the Sixth Form, and to go on to his Higher Schools Certificate in March 1950. I can give him the guidance and direction for such a Course as far as his English goes, and I know his response will be good, and my efforts well worth while in his care.



I do hope you will consider favourably the possibility of allowing him to remain at School until he can sit for the Higher Schools Certificate. That certificate is a valuable qualification in itself, and I feel sure he should be able to gain it. He is enthusiastically prepared to work hard – I know that. He never wastes a moment of his time; he is always engaged upon some project or other. I sometimes envy his energy; you ought to feel gratified that your son is such a one. He will never let the grass grow under his feet. He has supreme confidence in himself; this is good. It is true his ambitions are heavily salted with youthful impatience; he cannot understand why the magazines won't accept his contributions! They will not do so yet, but I feel pretty sure the time will come when they will.

I do not yet know whether Robert will prove a possible candidate for a University Scholarship, but there seems no reason at present why he shouldn't. He would be the right type for a University career, by the way; it would be the making of him. Preferably my own university or that of Cambridge. It is worth considering.

Please forgive my presumption in writing you. My excuse must be my fondness for your son, and my hopes for his future,

Sincerely yours,

R. G. Dixon

Senior English Master, Holloway School"

Bob's parents were persuaded and Bob goes on: "Grahame set me a standard in life I tried to live up to during my career as a university teacher – a career that he made possible for me"

Unlike Bob Pinker, who became a university professor, Richard Brown chose to leave school after matriculation. University education, more readily achieved after higher or their more recent equivalent, advanced level exams, was not considered by many to be as important in the 1940s as it is now. Richard was more interested in establishing himself in a good job in the City. In any case, as the youngest in a family of nine and with brothers and sisters away at war, the extra money would be useful.

Richard Brown left Holloway School in 1948, and with at least six others, he joined the Old Camdenians' football and cricket clubs. After returning from his National Service, from 1950 to 1952, Richard also joined the OCs' dramatic society, whose chairman was Sydney C. Hutchison, secretary of the Royal Academy. Later, Richard took over the chairmanship of the dramatic society while Sydney remained a loyal Old Camdenian into his 90s. Richard Brown is an Honorary Life Vice President of the Club as well as Honorary Secretary to the Camden Playing Fields Trust.

Just prior to the start of the Second World War and following the government's decision to evacuate London's children Holloway School's pupils and staff moved to share buildings belonging to the Lawrence Sheriff School in Rugby. This arrangement was unsatisfactory and after a few days the school moved to Towcester, eventually sharing the buildings of Towcester Grammar School. After the

Dunkirk evacuation in summer 1940 the school started an Air Training Corps (ATC) from boys who had returned to London. Staff and older boys who remained in Northants joined the local Home Guard.

Frederick Hurlstone-Jones never reconciled himself to the evacuation and the mounting Roll of Honour. As for the First World War, he had known all of these former pupils well. There was insufficient suitable living accommodation for pupils and a steady drift of boys back to London. In 1943, the school having lost about half its pupils, Hurlstone-Jones held a meeting of parents and made the decision to return to the Hilldrop Road building and rebuild his school after its second war. This time he did so to the accompaniment of flying bombs and V2 rockets for the Second World War was not yet over. Nearby Hungerford School, an LCC primary school, was damaged by bombing and, while repairs were underway, shared the Hilldrop Road building with Holloway School for a while.

The LCC's 1926 investment in a sports field for the school at Bow Lane did not go unrewarded and many Holloway pupils went on to spectacular sporting achievement. In his 'Old Camdenians' Football Club 90 Years Young' Alan Meyer notes that, "the School 1<sup>st</sup> XI enjoyed an unbeaten run of 4 years, which only ended in 1947". Competition for a place in that team was so strong that a later star, George Robb, was not guaranteed a place. On leaving the school in 1942 George Robb played for Finchley FC from 1943 as an amateur, became an amateur international and played in the 1952 Helsinki Olympics. He joined Spurs as a professional from 1951 to 1958 and represented his country as a professional footballer against Hungary. By the early 1950s the Old Camdenians were on the way to having their own playing field at Burtonhole Lane, Mill Hill. In 1956, Old Camdenian Ron Nutkins with others secured this ground for the Club's permanent use.

## THE END OF AN ERA

Before the end of the Second World War R. A. Butler's 1944 Education Act was to have a major impact on education in post-war England. It would close England's elementary schools and, with some variation, set up separate primary and secondary schools for all pupils over the age ranges 5 to 11 and 11 plus to 15 plus respectively. Fees to state maintained schools such as Holloway School were to be abolished and there would be no further opportunities for fee-payers to attend county schools.

At the same time the London County Council set up a sub-committee to develop a plan for young people's education post war that was based on equality of opportunity. They wanted to finish selection to secondary schools at age 11 and proposed that London would have no secondary modern, technical or other schools for those who failed entry to grammar schools through the new 11- plus tests. The days of Holloway School as a grammar school were numbered.

By the time war in Europe was over in May 1945 and in the Pacific three months later it had taken the lives of fifty-three more Old Camdenians who are remembered on a second plaque in the school. Hurlstone-Jones also had to contend with the social revolutions that took place immediately after each of these two world wars and to ensure the school continued to meet the changing needs of the pupils it served. He also had to face the growing uncertainty over precisely when Holloway School would close as a grammar school.

Throughout its first near forty years until Frederick Hurlstone-Jones retired in December 1946, Holloway School was recognised as a very good, high achieving north London grammar school. Frederick Hurlstone-Jones, who was also much involved in shaping the new maintained secondary schools at national level throughout his career, was awarded the OBE for his service to education.

The London School Plan was completed by 1947 and provided a coherent system of primary and secondary comprehensive education throughout the capital. In the earliest years of its implementation the plan assumed that a comprehensive school could only provide for a full range of ability if it included in each annual cohort of students at least three forms of entry, or 90 children, who would otherwise have gained scholarships to attend grammar schools. To accommodate so many higher attaining pupils as part of a full range of ability the LCC initially designed large schools of up to thirteen forms of entry, with close to 400 pupils in each year-group.

Kidbrooke School in Blackheath, a girls' school, was planned from 1949 and opened in September 1954 as London's first purpose built comprehensive school and continues to this day, but as a mixed school and a specialist arts college. The author was head of science at Kidbrooke School from 1972 to 1977 when it was still a large school for girls. Woodberry Down School in Hackney, a school for boys and girls, opened a year later but amalgamated in 1982 with Clissold School to form Stoke Newington School, an arts and science college. These and several other early London comprehensives included over 2,000 pupils from first year students through to upper sixth-formers.



In spite of the move to comprehensive secondary education, fifty-five voluntary aided LCC schools were able to remain as grammar schools in London because of their special status in law. However, as a county maintained school this alternative did not apply to Holloway School.

Ronald Gill took over from Frederick Hurlstone-Jones as the grammar school's third headmaster in January 1947. During his headship the black school blazer with crest and motto became part of the compulsory uniform. Ronald Gill resigned in August 1951 to take up a headship in Lincolnshire but, with continuing uncertainty over the date of the school's transfer to comprehensive education, his successor was not appointed immediately. Second master Richard King stepped up as acting headmaster in 1951 and work began on new buildings to accommodate the larger comprehensive school a year later. In August 1953 Richard King resigned to become headmaster of Highbury School.

M.W. Brown, another Cambridge mathematician, was appointed as the fourth headmaster of Holloway School, leading the school to comprehensive education. He was helped in this process of change by an active parent-teacher association, formed in 1953. By 1955 the 13-form entry requirement for LCC comprehensives had been dropped and the eight-form entry Holloway School opened in September 1955. Taking new cohorts of 240 boys into each successive first year from September 1955 it took until September 1959 for the school to build its new complement of about 1,250 boys. The new school was accommodated in the school's original but extended Edwardian board-school building together with a new classroom and laboratory block, technical block, music building, gymnasium and large hall and kitchen.

Mayfield School, a three-form entry girls' grammar school opened in Putney in 1907, is generally regarded as the first London county grammar school to become comprehensive. However, its opening date of September 1955 coincides with Holloway School's first comprehensive intake. Unlike Mayfield School, Holloway School remains a thriving school making use of its original building while Mayfield amalgamated with Garratt Green School, another girls' school, in 1986 to form the new Burntwood School, a foundation school, on the Garratt Green School site in Tooting, south of Putney.

When the LCC secondary schools became comprehensives, those that had been grammar schools had some advantage over those that were amalgamations of other types of secondary school; sixth forms were not unfamiliar territory to them. Holloway School began its comprehensive years with twenty-three of the former grammar school masters and mistresses and fourteen newly appointed teachers. The new school was divided into a lower school, containing years 1 and 2, an upper school, years 3 to 5, and a sixth form. At the outset, upper school form bases were mainly in the original Edwardian building while the new classroom block housed lower school classes. The four houses, Blue, Green, Red and White continued but each house was split into senior and junior houses, each with their own housemaster. House matches were played on Saturday mornings at the Bow Lane ground although all classes had one afternoon each week for games.



The enlarged school was located on the original school campus together with the sites of former villas to the west on Hilddrop Road and to the north on Carleton Road. At approximately 5 acres the new campus area was close to the recommended minimum size for a secondary comprehensive school at the time. The school's new buildings were formally opened by aircraft manufacturer Sir Frederick Handley Page on 31 May 1956. The change saw no relaxation in academic standards and Alan Mitchell, the first school captain of the comprehensive school, won an Exhibition to Cambridge. The school celebrated its jubilee in summer 1957.

Claude Lewis, the fifth headmaster, led the school from 1960 to 1973 and was the second longest-serving head of Holloway School. Only Frederick Hurlstone-Jones exceeded Claude Lewis's length of service as head of Holloway School. Claude's tenure saw both the introduction of CSE (Certificate of Secondary Education) exams in 1966 to complement the existing GSE O levels that came in with the 1944 Education Act, and the raising of the school leaving age from 15 to 16 in 1972.

Following the London Government Act of 1963, the Greater London Council took over most of the responsibilities of the London County Council, but included outer London boroughs that had not been included in the LCC. The Inner London Education Authority took responsibility for education in the twelve inner London boroughs plus the City of London. Holloway School was in Division 3 of the ILEA.

The 1960s was another period of great achievement in sport, particularly football, in the history of Holloway School. The Bow Lane sports ground had helped a number of famous players on their way and attracted at least one very popular footballer. Scotland and Arsenal goalkeeper Bob Wilson chose to be a part-time physical education teacher at Holloway School from 1964 to 1967 while he was an amateur player at the First Division club – there was no Premier League at that time. Holloway School was only two miles from Highbury Stadium and the Bow Lane playing field was close to Arsenal's London Colney training ground.

At the same time a Holloway School pupil would soon become a very famous player; the precociously talented Charlie George was on Arsenal's books by 1966. By 1968 Charlie George was a professional at the club and in his third season as a first team player was instrumental in the club's First Division Championship win and scored the winning goal in the 1971 FA Cup Final against Liverpool FC. It was Arsenal's first Cup and League Double and Charlie George had made a very substantial contribution to this outstanding achievement.

The school's first seventy years closed when D.C.D. Potter, the sixth headmaster, left in 1977. Thanks to strong leadership and good teaching Holloway School had remained popular and successful as both a grammar school and a much larger comprehensive school throughout this period. Also in 1977 the ILEA abolished the 11 plus examination and with it most of its remaining voluntary aided grammar schools, although Godolphin and Latymer, Parmiter's, Colfe's and Emmanuel left local authority control at this time in order to become independent schools.

## THE CHALLENGE OF THE NINETEEN EIGHTIES

George Riga R. de Spinoza was the seventh headmaster from September 1977 but, like many ILEA schools at the time, Holloway School was about to face high pupil mobility with many students joining the school and others leaving right through the school year. The school also had to contend with higher than average levels of poverty as measured by having consistently more than half of its students eligible for free school meals. It also had a skewed intake with over two-thirds of its pupils having low reading scores when they first arrived at the school.

By 1977 the school's original Edwardian building was suffering from recurring leakage problems to its substantial and complex roofing. During this period art studios were being grouped together as an art suite at the top of the Edwardian building at last. Until that time many of the teaching spaces in that area were used for science in spite of the substantial provision for science laboratories at the top of the 1956 classroom and science building, a major part of the 1955 comprehensive school building programme.

Deputy head Joseph M. Hogan took over as acting head from January 1982 until the eighth head, Michael J. Cahill, was appointed from September of that year. By then a falling birth rate and the continuing migration of central London's population to the suburbs and further afield caused school rolls to fall throughout inner London. Over the decade after 1977 the number on roll at Holloway School fell from over 1,100 to its lowest for decades at around 400, with the greatest decline over the four year period from 1983 to 1987 when it dropped by an average of 125 pupils per year.

As grammar schools in inner London were replaced by comprehensive schools many of the latter launched their own sixth forms. Consequently there was an increase in the overall number of sixth forms many of which were uneconomically small and unable to offer a broad enough curriculum. Sixth forms also need a larger allocation of teachers as classes are generally smaller than other secondary school groupings so their existence placed an additional burden on the cost of running an age 11 to 18 school. In consequence of high running costs a number of sixth forms in London schools were amalgamated and others closed. By 1986 Holloway School, together with other Islington secondary schools, had lost its sixth form to the newly opened Islington Sixth Form Centre. One outcome of the 1988 Education Reform Act was that the Islington Sixth Form Centre was incorporated into the newly formed City and Islington College in 1990.

By 1983 there were doubts about the future of the school. Michael Cahill, in his introduction to the school's 1978-1983 Quinquennial Review, wrote, "Uncertainties over the future of the school have hampered developments and its working relationship with the community it serves. In particular doubts about its viability in terms of intake as a boys' school and uncertainties about its becoming coeducational have had an almost disastrous effect on morale both within the school community and in the area it serves".

According to the school's 1983-1988 Quinquennial Review the Inner London Education Authority (ILEA) allowed Holloway School to retain many of its teachers as

the roll fell. For example, 79 teachers worked with a student roll of 1,054 in 1982 and two years later the same number of teachers taught just 850 pupils; the very low pupil teacher ratio in 1984 of 10.8 students to each teacher was very costly.

The ILEA, as its predecessors the London School Board and the London County Council, managed a substantial budget as the needs of many in London's large population were considerable. Its expenditure in the early 1980s far exceeded the spending limits set by the government on local authorities in 1981, however, and its spending was 'capped' in 1985. After that time its budget was supervised by the central government Department of Education and Science. In consequence many ILEA schools, including Holloway School, were obliged to cut costs by reducing the numbers of teachers they employed. In the ILEA's 1986 'Teachers Additional to Authorised Numbers' (or TAANs) exercise headteachers were required to designate those teachers in their schools that were surplus to need. In consequence large numbers of inner London teachers were either redeployed to other schools or made redundant. Holloway School was required to reduce the number of teachers from 72 in 1985 to 37 in 1987, fuelling staff discontent even further. In April 1986 Mike Cahill resigned and Joe Hogan took over leadership for the second time in four years.

The five years up to 1987 witnessed a long-running national dispute between teachers and their employers, the Local Education Authorities, over pay and conditions of service. In some schools there was serious conflict between school leaders and more militant members of the teacher unions and the dispute was particularly stressful in inner London. In a few cases teachers went on strike with very little advance notice and school leaders had to struggle not to release students from school during the school day and without warning to parents and carers; the most affected schools lost much of their popularity with parents as a result. The dispute was not finally resolved until the 1987 Teachers Pay and Conditions Act defined teachers' conditions of service more precisely and took away their negotiating rights on pay.

The difficulties of the mid-eighties had a further consequence on Holloway School's roll. Not only did the number of primary school pupils coming to Holloway School fall by 50% over a four-year period but also the decline was greatest amongst those young people who were most likely to achieve well. Based on verbal reasoning scores measured in their last year at primary school, the Inner London Education Authority placed children into broad bands of ability prior to secondary school entry. The most able 25% of pupils were placed in band 1, the middle ability 50% were in band 2 and the lowest ability 25% were included in band 3. The plan was to place students into ILEA comprehensive schools in these ratios. However, if a school did not recruit enough pupils to fill any band they were obliged to take others over and above the band limit. Of course the less popular schools did not usually admit anything like their full quota of band 1 students. By September 1987 Holloway School's band 1 entry had sunk to 3% of roll while bands 2 and 3 were at 58% and 39% respectively.

Holloway School was not recruiting a balanced intake and the very low proportion of band 1 students had a very strong negative effect when the same cohort took their GCSE examinations five years later. In fact, the percentages of students gaining five or more good GCSE grades in the years 1990 to 1992 were



2%, 7% and 9% respectively. These performances compared very unfavourably with national averages for boys of over 40%. Holloway School's unfortunate situation was exacerbated as pupils in local primary schools and their parents saw Holloway School with a falling roll and very poor public exam results.

Yet another setback followed in 1990, on the closure of the Inner London Education Authority and the transfer of assets, via the London Residuary Body, to the separate London Boroughs. Holloway School lost its Bow Lane playing field, which it had used since 1913. Sadly, the field, located beside Finchley Memorial Hospital, was to lie fallow behind rusting gates for well over a decade. In fact, the local area around Bow Lane is called Fallow Corner.

By the late 1980s Holloway School, unpopular within its local community and with very poor public exam results, was on the verge of closure. In his introduction to the 1988 Quinquennial Report, acting head Joe Hogan reported of the school he led, "Four of the past five years have been characterized by industrial unrest and tension".

## A NEW ERA FOR SCHOOLS

For much of the 1970s the British economy was not strong and the efficiency of UK industry and institutions was being called into question. The Arab-Israeli war of 1973 and a subsequent five-fold oil price increase or 'shock' caused a steep rise in unemployment, particularly in the youth sector. From the 1970s United Kingdom industrial productivity was beginning to lag behind the level of other major industrial countries.

A new era in education was launched by Prime Minister James Callaghan in his speech opening the new building at Ruskin College, Oxford in October 1976. Jim Callaghan raised the fundamental question, "what do we want from the education of our children and young people?" He told his audience how impressed he was with the schools he had seen but noted a frequent complaint from industry – "new recruits from schools sometimes do not have the basic tools to do the job that is required". He was concerned also to find out that "many of our best trained students who had completed the highest levels of education at our universities and polytechnics have no desire to join industry".

This speech signalled the need to transform the ways in which schools were organised, controlled and managed. The pace of change in educational legislation emanating from both Conservative and Labour administrations accelerated over succeeding years. By the 1980s education had become and was to remain a focus of government interest in its quest to improve UK industrial competitiveness and to raise standards of education. Central government had begun to set performance targets for a range of state maintained organisations, including local education authorities and schools. The 1988 Education Reform Act made schools and their governing bodies far more accountable for their effectiveness to their local communities and to central government.

Accountability was further strengthened when the 1992 Education (Schools) Act brought in Ofsted (Office for Standards in Education) and regular Ofsted inspections of all state maintained schools in England. For the first time in England there was an established national procedure for dealing with those schools that were failing their students. Schools that were found on inspection to be failing to provide an acceptable standard of education required 'special measures'.

Throughout the 1990s these 'failing schools', as they have become known, were obliged to devise and act upon an action plan to correct all issues of concern highlighted by the inspection report. HMI (Her Majesty's Inspectors of Schools) visited these schools regularly to ensure plans were being acted upon and that appropriate action was being taken and was effective. Their reports were sent direct to the Secretary of State for Education and copied to the school and its local education authority.

Throughout the 1990s schools in special measures were given up to two years to satisfy HMI that they were effective and were providing an acceptable standard of education; this time limit has since been reduced to one year. Schools that failed this target were closed.

In an effort to highlight school effectiveness, school-by-school GCSE (General Certificate of Secondary Education – national exams taken at age 16 in the final year of compulsory education) exam results were published in the press in the late 1980s and early 1990s but these were not always accurate. In consequence, the government produced its own official results thereafter. These emphasised the percentage of students eligible to take GCSEs who gained five or more good grades (grades A\* to C out of the overall A\* to G scale) in every school in the country. These were often reproduced as comparative 'league tables' in the local and national press.

A further accountability tool was imposed from 1998 when schools were penalized if they failed to meet government-set academic performance targets. For example, if fewer than 15% of the group of students reaching 16 years of age in any school gained good grades at GCSE in any five or more subjects then the school would be closed and reopened as a 'fresh start' school with a new governing body, new leadership and new staff.

Within two years, and after some rapid and prominent downfalls of the fairly small number of these schools throughout the country, the fresh start policy was abandoned. From then on, following closure, and if spare capacity was not available in other local schools, the school would be reopened as a 'city academy'. City academies were set up after more careful preparations than for fresh start schools, with improved capital funding and with external sponsorship. In 2002 the policy was revised again and the reopened schools were called 'academies'. This situation persists although performance targets have become progressively more challenging. The government has also set targets for the minimum numbers of academies in each county and other local education authority in England.

Since 2007 English and mathematics have been included in the target percentages of students achieving five or more good grades. For example, the government target for 2011 is for a minimum of 53% of students across all schools achieving the five or more (English and maths plus three or more other subjects) good-grade goal. To achieve this overall goal, the minimum acceptable outcome for any individual school is 30%.

The Education Reform Act of 1988 also brought in the national curriculum, which was required for all maintained schools. One aspect of the national curriculum was the breakdown of school organisation to the four key stages and their respective end of key stage assessment tests. Primary schools provide for key stage 1 pupils (age 5 to 7 in year groups 1 to 3) and key stage 2 pupils (age 7 to 11 in year groups 3 to 6). Secondary schools cater for key stage 3 pupils (age 11 to 14 in year groups 7 to 9) and key stage 4 pupils (age 14 to 16 in year groups 10 and 11). Changes in sixth form curriculum and public examinations were delayed for a few years. By this means there was far greater consistency over the subjects taught and learnt in all maintained schools throughout England. Continuity between what pupils learnt in primary and secondary schools also improved. Once the key stage tests had become established by the early to mid-1990s, information on pupil progress from age 5 to 16 in at least the core subjects of English, mathematics and science was much more reliable.



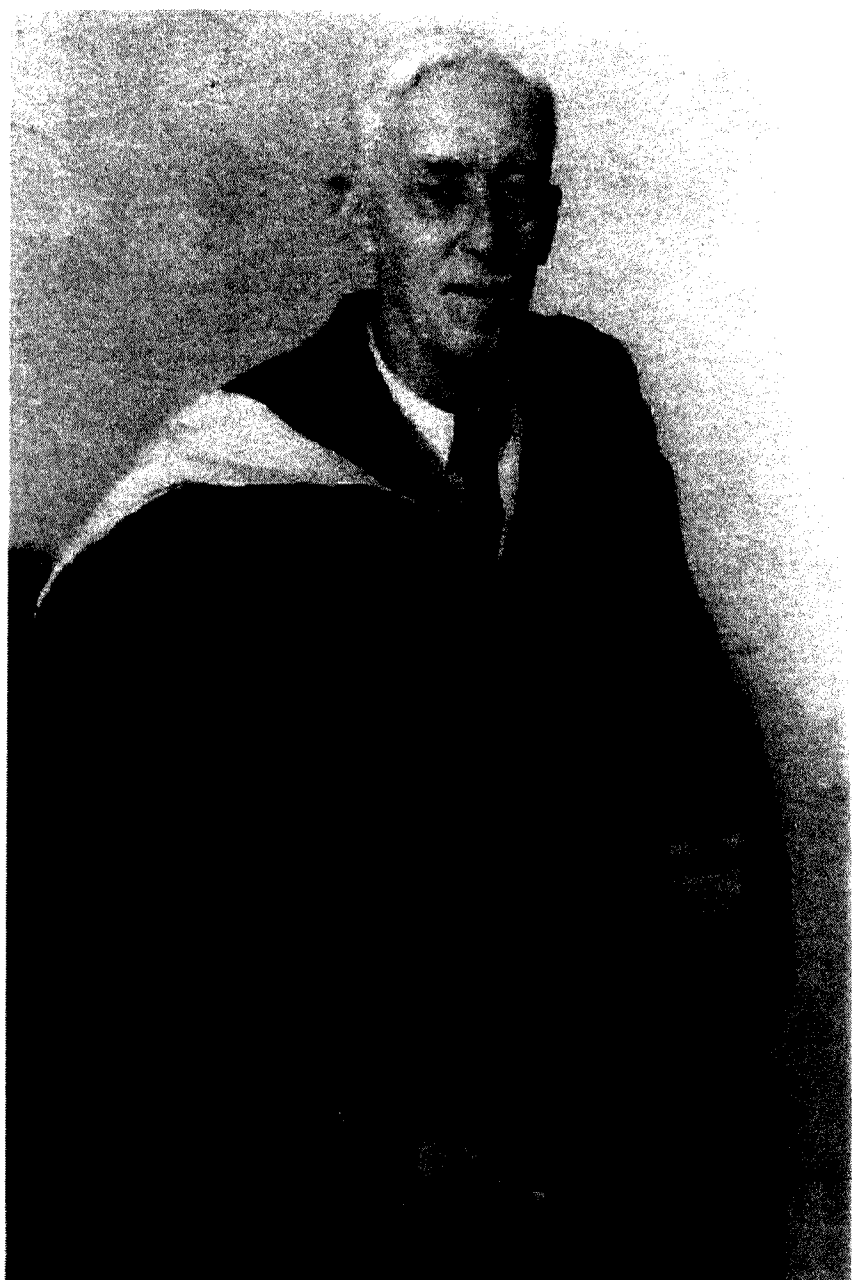
Although these continuing changes make heads and governing bodies ever more accountable for their schools' performance, they also give them far more power to take effective action. There always have been and there always will be schools that perform in examinations at a national average level. Also there will be schools that perform below and above this level. However, with the tools now at their disposal school leaders have higher overall expectations of what can be achieved by every individual student, regardless of their previous achievements. Accordingly, academic progress and achievement continue to rise substantially.

Before moving on to what governments and local authorities do about improving school performance generally, and what governors, school leaders and teachers do to raise achievement in individual schools it is important to recognise what some students are able to achieve for themselves. Old Camdenian Samir Patel speaks of one pupil, Savvas Savouri. "I know Savvas was very bitter about his education at the school from 1977-84. He succeeded in spite of rather than because of his time at the school. And yet he was still prepared to offer a job to a boy from the school – who since has made a very successful beginning to his career".

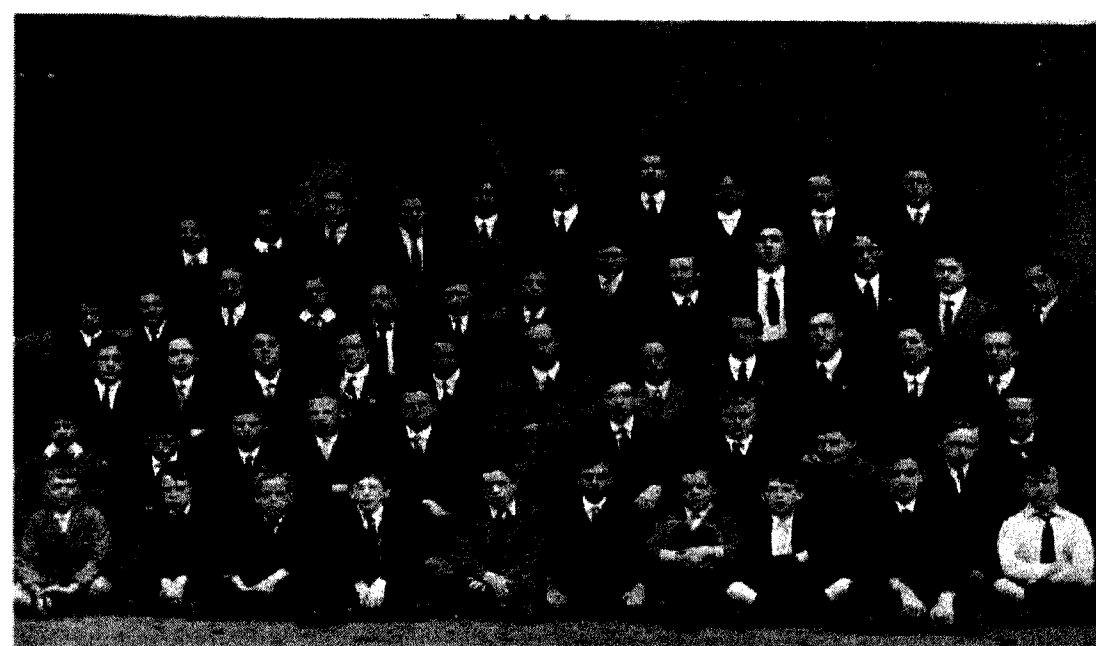
Savvas notes the following: "To complain of my time at Holloway may come across as churlish given it hardly stopped me going onto university and 20 years of rewarding work. The point is that whilst Holloway didn't stop me neither did it much help. Consider the facts. From memory I was one of 247 boys who entered the school in 1977; a number reflective of the late 60s baby boom rather than parental demand for sons to study at the school. Of this cohort I seem to remember being just one of two boys in the sixth form who gained A levels sufficient to gain University admission. True, subsequent to successful retakes, some went to University. True too, some boys who chose college over 6th form may have been successful in 1984. True many boys who did not opt for higher education are likely to have gone on into fulfilling work. True it was before university education became ridiculously commoditised. True, the time was of recession and social exclusion, particularly acute in N7 and surrounding post codes. But 0.7%? (The school's success rate for students moving on to university.) This is close to lottery win probability."

Savvas continues "Macro factors aside let us consider the micro. A music teacher whose idea of a syllabus was making his class stare at a black dot drawn on their desks whilst he performed judo rolls. Another teacher who would indiscriminately mark without reading what was presented to him; as revealed by an instance where I penned gibberish for which I received 'brilliant'. A teacher who would insist our circumstances would improve when Soviet tanks came rumbling down the Holloway Road! I could go on."

"Were these exceptions? Of course 'the characters' did not represent the majority of the staff. Who or what was to blame? I suppose in a word it was indifference. For the most part the boys, their parents and the staff were indifferent to the fact that one has a single chance at education, and education more than any other factor-aside from health- determines ones path in life. Instead, the consensus was that days were for getting through. Each day was there to tick off until the time came for the boys to sign on. Have things changed enough for me to send my son to a school like Holloway? Put it this way, I don't do lotteries."



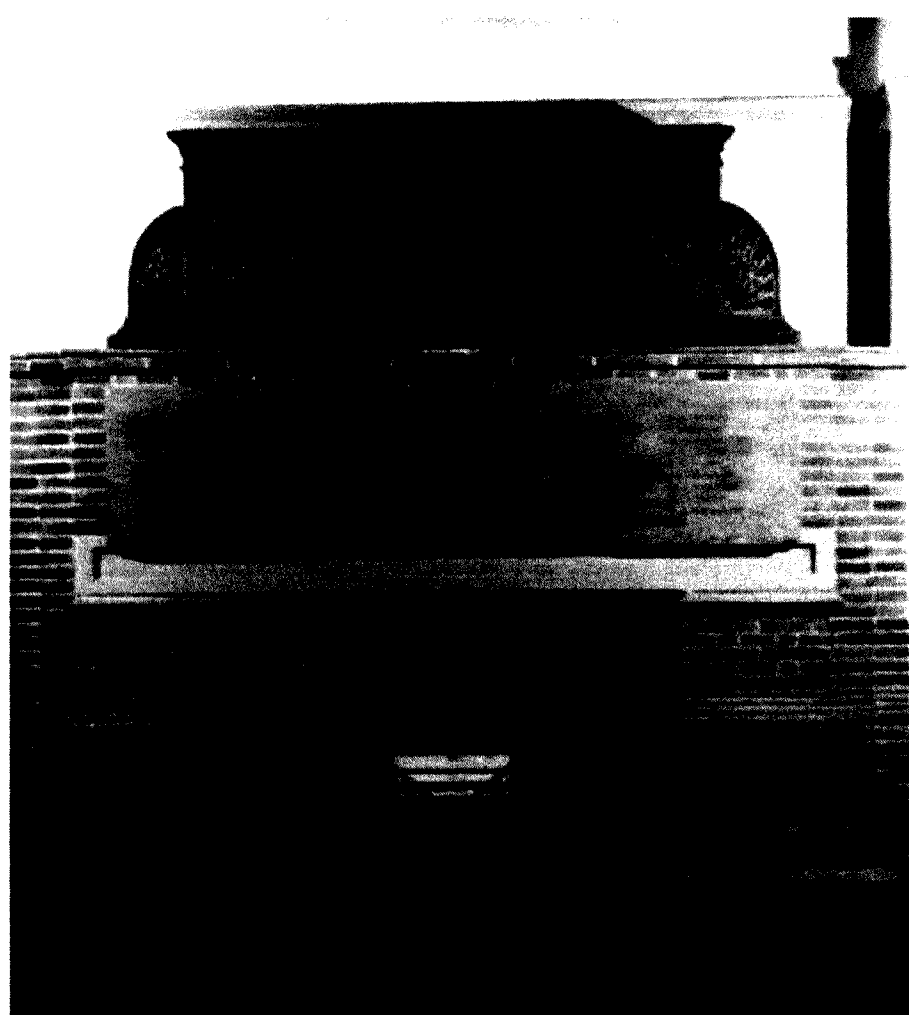
Frederick Hurlstone-Jones  
OBE, MA Headteacher  
September 1912 – December 1946



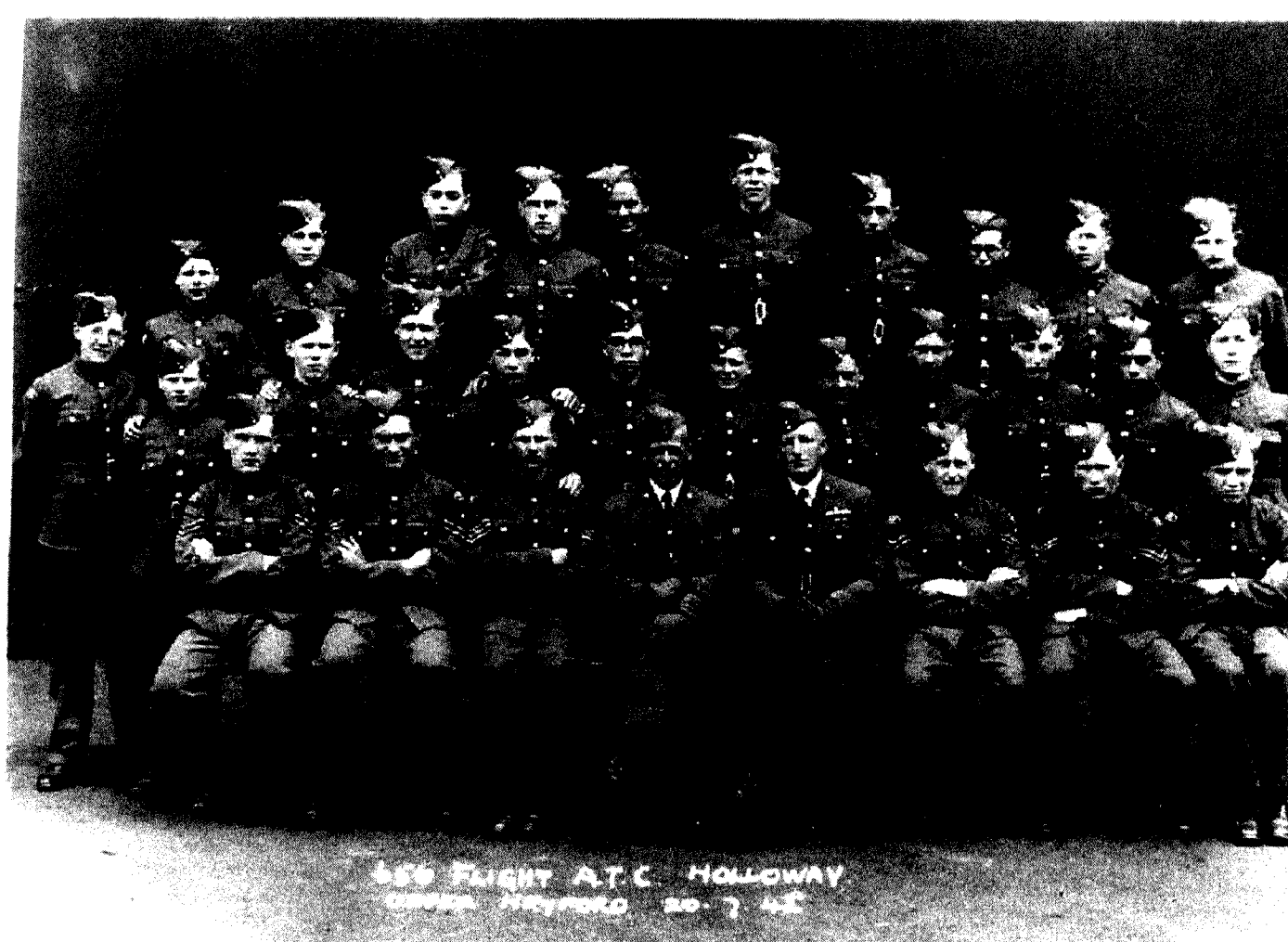
Red House 1906



Red House 1916



War Memorials commemorating  
Holloway pupils who fell in the  
two world wars

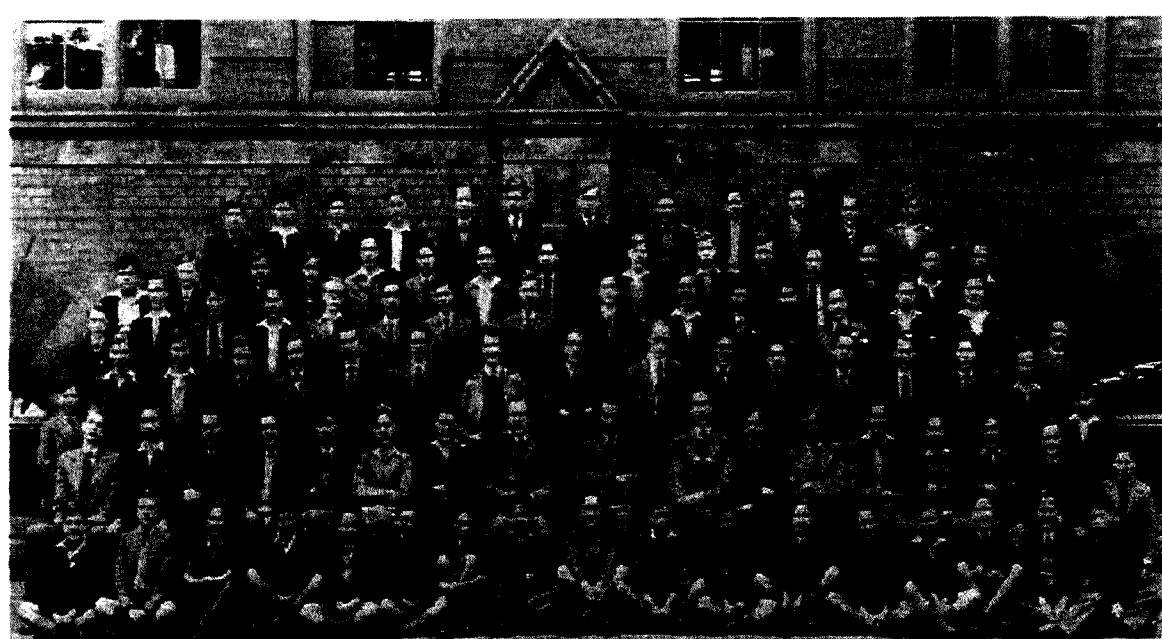


656 Flight ATC Holloway 1942

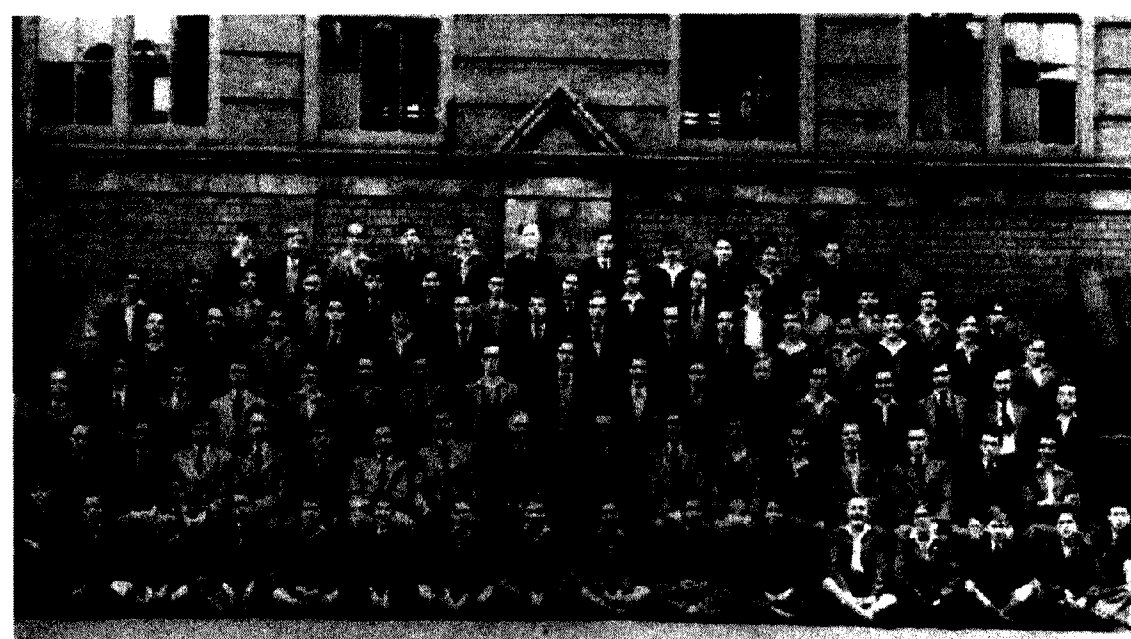




Holloway School in 1946 taken from the 'Bomb Site'



Blue House 1947-48



White House 1947-48



Head and Prefects 1950/51

G W Ives, C G Burger, D G Davis, F P Gigney,  
E E Sears, C Mountcastle, L F Drewit, Mr M W  
Brown, E Warwick, R Gill, P Yates, E Roitt.



Head and Prefects 1953/54

Ted Jones, Ian Lawler, Ian Woodward, Alan Meyer,  
Ray Hardiman, Dick Nuttall, Mr M W Brown, Max  
Bruckheimer, B Nunn.





The 'New Building' of the Comprehensive School opened in 1955.



Early 1960 School London Cup Success (note the young Charlie George, bottom third left)



1963/ 64 Old Camdenians 1<sup>st</sup> XI Winners of the AFA Senior Cup, London Old Boys Senior Cup, OBFL Premier Division. Left to Right : F. Averill, M. Larner, E. Lax, A Godfrey, J. Mears, H. Weedall, P. Cowley, P. Saunders, B. Collins, A. Cornelius, E. Ray, J. Adams, B. Blunden.

## Climax of a wonderful season for the Old Camdenians



ON Saturday, the Old Camdenians meet the Old Maiermians in the A.F.A. Senior Cup Final at Dulwich Hamlet ground (6.30). This climaxes a wonderful season for not only the first eleven, but also the whole club. Their honours have been manifold, a tribute to the ability and the determination of the club.

Joey Adams has played for the A.F.A. several times; five of the first eleven have made regular appearances for the London Old Boys' League; all five of the club's senior sides have won their respective championships; the first eleven have captured the London Old Boys' Cup; the second eleven won the London Old Boys' Junior Cup; the youth side are runners-up in their league and reached three cup finals; tremendous achievements from a progressive club.

The first eleven has remained largely unchanged, being B. Collins; F. Averill, H. Weedall, J. Mears, A. Godfrey (capt.), E. Lax; P. Cowley, E. Ray, J. Adams, W. Blunden, A. Cornelius.

Alec Godfrey, a centre-half of conspicuous competence, has captained the side.

The youth team lost their first cup final when they lost to Finchley (the junior side of the Athenian League club).

At the back of most successful clubs there is the secretary, Ron Nutkins, who works extremely hard both off the field and also on when he is pressed into service with the sixth eleven.

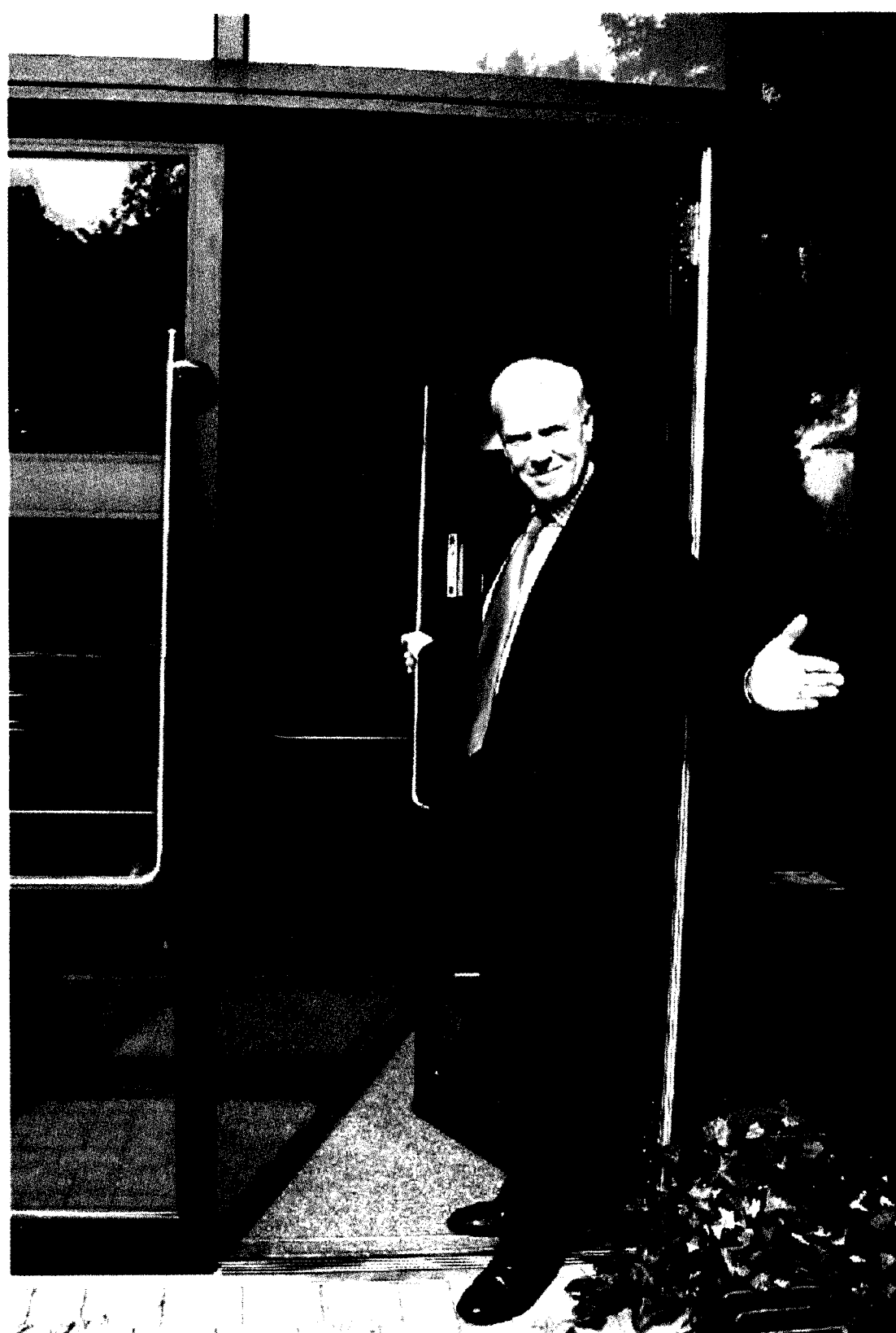
### BADMINTON LEAGUE FINALS

The fifteen-year-old Evangel Badminton League are to hold their finals in the Haddon Hall of Upper Holloway Baptist Church in Holloway Road on May 2 at 6.30 p.m.

### GETTING A

• Last-minute victory for

Old Camdenian Football makes Headline News



*Dr John Hudson*  
**Dr John Hudson OBE, MSc, PhD Holloway Head April 1997 – August 2004**



**The New BSF Holloway School 2010**



## LEADING TO SUCCESS

Paul Smith, the ninth head of Holloway School, took over from Joe Hogan in April 1988. At this time none of these government targets were in place and LEAs not governing bodies managed England's schools. However, during Paul's headship many highly significant changes in what was expected of schools and how they should perform were to take place. Paul and his staff and governors quickly returned the school to the popularity it enjoyed over a decade earlier. First year intake went from 62 in September 1988 to 211 three years later as a result of which the number on roll increased from around 400 in January 1988 to 948 by January 1995. Over the eight years from Paul's arrival in 1988 the proportion of final year students attaining five or more good grades at GCSE had moved from 2% to 16%. The school was saved from closure.

However, while the school was building its pupil roll it enrolled more than a few students who had been permanently excluded (expelled) from other schools. For example, the school's admissions register shows that twenty students had been admitted over the fourteen months from February 1996 who had been permanently excluded from other schools – most were from outside Islington. The law is straightforward, if a school has spare capacity it is required to admit applicants. Unfortunately, the personal agendas of some of these young people were much removed from the school's expectations.

Poor teaching would not encourage those students who had already been removed from other schools, or others already present in the school, to establish good learning and behavioural habits. In consequence there were instances of very poor behaviour at the school. Over the three school years from September 1994 to July 1997, twenty-nine students were permanently excluded from Holloway School. It is important to make clear that while there were boys in the school at this time whose behaviour was appalling and even criminal, for example, bringing offensive weapons into school and using them, there were others, a majority, who respected their peers and teachers, behaved well and tried hard to do their best. Neither was all teaching unsatisfactory. As we shall discover, much of it was less than satisfactory.

Holloway School had its first Ofsted inspection in March 1996. In his report, the reporting inspector, Martin Grant, noted one particularly positive feature of the school, "Relationships between pupils of different ethnic and cultural backgrounds are good". It is likely that Martin Grant's observation would have applied to the students of Camden Secondary School for Boys and of Holloway School at any time throughout their history. Because of the composition of its local resident population, the school has included Christian, Jewish, Moslem and pupils of other faiths or of none over the last one hundred years. The school has been fortunate to include a very broad range of ethnic groups typical of many inner London schools. These include those of African, Asian, Central and South American and European origin. Although by no means the only factor in successful education, good relationships among all its students is one of the essentials for any school.

However, the inspection came to the conclusion that the school required special measures. In other words, the school was not providing its pupils with a satisfactory



education. The inspection team reported underachievement among the majority of pupils, poor external examination results (the percentage of students achieving five or more good grades in their GCSE exams over a three-year period before the inspection was deteriorating from 17%, 13% to 10%), underachievement in the basic skills of speaking and listening, reading and writing and numeracy, a high proportion of unsatisfactory teaching (40% of teaching was found to be unsatisfactory or poor while 60% was found to be satisfactory or better), and standards and quality not adequately reported on by senior staff. The report added that the school did not give satisfactory value for money.

In November 1996 Islington's Director of Education, Dr Hilary Nicolle, referring to Holloway School's financial status, reported, "It is estimated that a deficit of approximately £240,000 will be carried over from 1996/97". By April 1997, the start of the new financial year, the deficit had risen to £321,000 and on current patterns of expenditure, mainly costs of teaching staff, the deficit would increase by an additional £175,000 to nearly half a million pounds by April of 1998 unless effective and urgent action was taken. In spite of all the effort in the late 1980s and early 1990s, recruitment into year 7, the first year of secondary education, had gone down from over 200 in each of the five school years up to September 1995 to just over 100 ready to start in September 1997. There seems no reason for this downturn in the school's growth other than its poor overall Ofsted outcome which would have led students and parents to choose apparently higher performing local schools for their secondary education.

On Paul Smith's resignation, scheduled for early April 1997, to take up the headship of a school in the Midlands, John Hudson, a physical chemist from Imperial College, London, and at that time head of a secondary school in Cumbria, was appointed. John was offered and accepted the post in November 1996 but was to leave Cumbria and take up his new job in April 1997 as the tenth head of Holloway School. John's background had included a six-year spell as deputy head of an ILEA School. John's background had included a six-year spell as deputy head of an ILEA comprehensive with curricular and quality of teaching responsibilities during the mid-to late 1980s. This gave him very good experience of the difficulties faced by schools and the strategies required to resolve them. The lead-in was invaluable in enabling much consultation and planning prior to April 1997. By early March 1997, a month before the start of the summer term, Holloway School's governing body, chaired by Jack Field, met the education department's deputy director, Mike Claydon, to agree a strategic plan. The plan, developed by the new head with the help of Mike Claydon and Islington's chief inspector, Alastair Mathews, was to raise academic standards and secure the school's transformation to become a popular and effective school. The plan had four goals, each with a detailed action plan.

## 1: REMOVAL FROM SPECIAL MEASURES

There are no real secrets to be discovered or tricks to be learnt in order to provide young people with a very good education. However, there are basic requirements. A school needs to provide very good and preferably inspirational teaching in all subjects in its curriculum. Pupils need to attend school and all lessons punctually and very regularly, preferably without any absence. The learning environment needs to be stimulating yet well-ordered, and without significant barriers to learning. Impediments to learning might include external distracters such as wars, tensions among staff and the personal worries of individuals as well as unsuitable facilities, poor behaviour, bullying and anything else which takes the minds of teachers or learners away from the tasks in hand.

Already it can be seen that there are plenty of reasons why any child's schooling may not be as good as it should be. The first ninety years of Holloway School's history include many episodes where barriers to effective learning were overcome by very good leadership, some very talented teachers and determined youngsters with strong support from their parents. Under the best of circumstances teaching is not easy and not all teachers can inspire effective learning among all of their pupils day after day, year after year. People do get ill and many things can distract the learner. So it is that recovery from a difficult situation needs to be very carefully planned. Removal from special measures, for example, and the ability of a school continuously to meet challenging, externally imposed academic targets demands the best efforts of a unified team working towards a common purpose with very good leadership. Certainly, with two world wars and much else Holloway School had come through hard times in its first fifty years. However, we have to keep in mind that other schools had overcome similar difficulties. Regrettably, some of Holloway School's more recent setbacks had been self inflicted.

The new head had good warning of what he might expect. Six long-listed applicants for the headship spent a November day together as part of the selection process. This took place at the school and the local education authority's headquarters building near Highbury Corner. As the candidates left the school at the end of the day one of them told other applicants that he had seen enough. He had worked at the school some years previously and had recognised a former colleague, one of a "well-established militant presence" in those days. He described how the group, with the apparent acquiescence of others on the teaching staff, had made the difficult situation at the time of the national teachers' dispute and other ILEA issues in the 1980s even worse, and the lasting damage he felt it had caused the school and its students. He was emphatic; he would give this job a miss.

In spring 1997 Holloway School's leadership issues had to be dealt with as a priority and it was important to eliminate duplication of roles and responsibilities and initiate fundamental improvements in the school's effectiveness. One of the two deputy heads was moving to the Far East and, as the school was very short of money it would need to manage with a head, one deputy, Penny Harris, and two senior teachers, Dave Dennis and Dave Davies. The holders of two other senior teacher posts were redeployed to other positions in the school and the number of heads of subject departments was reduced from fourteen to twelve. Changes in senior management and curriculum organisation resulted in a cut in the number of

teachers needed by a total of nine posts. Seven of these were unfilled and there was one long-term absentee who made the decision to resign. In consequence there would need to be just one redundancy. In this way the school made a £230,000 saving in a full year and prevented further increase in the deficit.

It was apparent that students were performing much better in some subjects than others. For example, in the 1997 GCSE exams, a Holloway School student typically gained half a grade better in English, led by Heidi Jacobsen, but half a grade worse in mathematics and science than they achieved in their other subjects. In art and design, led by Dave Davies, the school's continuously highest-achieving subject, a typical student gained nearly two grades higher than he did in other subjects. Similar outcomes of these 'subject difference analyses' were evident over a period of years before 1997. A significant contributing factor was that a large number of lessons were inadequately planned and were not meeting the individual learning needs of all pupils in every classroom. A small proportion of lessons were very poor.

Also, there were inconsistencies in assessing the quality of students' work. Ofsted inspectors had pointed out in their March 1996 inspection report that, "Tasks are not matched to pupils' abilities, assessment of pupils' work is sometimes inaccurate and poor standards of work are often accepted by teachers as satisfactory". Art was a particularly successful subject for the school; not only were results better in relation to other subjects in the school but pupils were being taught how to assess their own work. The Ofsted report of March 1996 records "GCSE examination results in art are above the national average but well below average in all other subjects".

There was no doubt that all teachers, in every subject, needed routinely to provide high quality teaching. The main objective was and remained for all teaching to have a very strong and positive impact on the learning of every pupil. Penny Harris organised regular observations of the teaching of all teachers by senior staff, the head, deputies and senior teachers, so that strengths and areas for improvement could be identified, good teaching practice shared and weaker practice strengthened. The school's best teachers were already helping their students to develop the necessary skills to assess their own work, know what they manage well and identify what they find more challenging.

The senior teacher responsible for professional development, Dave Davies, improved the quality and availability of in-service training programmes so that all teachers could continuously improve their teaching and their students' learning. As a consequence of these developments the school achieved the 'Investors in People' standard in March 2000.

To facilitate the process and enable all teachers to measure and record the achievement of their students regularly, and thereby measure their academic progress over time, the senior teacher responsible for assessment, Dave Dennis, introduced electronic registration and assessment record keeping and analysis in September 1997. This innovation, allowing teachers and leaders to directly measure the progress of individual students across all subjects, was a significant breakthrough in the school's developing capacity to meet the learning needs of individual pupils.



The very high rates of exclusion, including permanent exclusion, from the school in the mid-1990s demanded that other remedies for unacceptable behaviour needed to be developed. These were to include the early identification of potential problems in behaviour and rapid and effective response wherever necessary. Improving the overall quality of teaching and meeting the needs of all students were part of the strategy but the school needed to develop improved methods of supporting seriously disaffected young people. A number of people played a significant role in meeting the needs of disaffected students while avoiding exclusion, which is nearly always a temporary remedy for the school rather than a permanent solution for the child.

Colleagues who played a significant role in tackling disaffection and poor behaviour included: deputy head Penny Harris and heads of year Tom Sykes, Dave Dennis and Alex Williamson. Although Tom left the school when his year group had finished their GCSE examinations, the latter two were to become deputies within Holloway School. Martin Hodgson also played an important part in ensuring the school catered not only for those students who were well motivated or willing to cooperate. He became head of the new 'year 7' in September 1997 and was later to be promoted to assistant head and subsequently deputy head within the school.

In July 1999, in the last week of the summer term, the lead inspector for the latest of the regular HMI monitoring visits, Graham Ranger HMI, told chair of governors Phil Kelly, new director of education Andy Roberts, link inspector Gill Adams, and the head the outcome of the inspection. Holloway School was to be removed from special measures without serious weaknesses and with immediate effect. He went on, "Governors are involved in strategic developments: they are well informed and ask appropriately critical questions of the senior management team. The ethos of the school has improved greatly; it is a much calmer environment for learning".

The staff room was packed to capacity when, at the end of the day, the head met his colleagues and friends of the school. He could be heard to say "Colleagues, we are out of special measures" but the ensuing roar of sheer delight drowned anything else he may have said. Everyone had worked hard to achieve this result. But we knew we still had far to go in our mission for every pupil to gain the highest academic achievement he (and later she) was capable of.

## **2: ELIMINATING AN INHERITED DEFICIT**

Her Majesty's Inspectors of Schools had alerted Islington Education Department of the handicap of the school's inherited budget deficit to its growth as early as December 1997. To partially alleviate these impediments the Department's director of education, Andy Roberts, restored budget delegation to the governing body in summer 1999. The local education department had taken over budget control in 1996 when the deficit had begun to build up and the school was placed in special measures. Governors agreed a deficit management plan with Islington Education Department and made some immediate improvements.

Deputy head, Penny Harris, had left earlier in the year and at the time the final HMI monitoring visits took place in the winter and spring of 1999 the school had a head and two senior teachers but no permanent deputy head. By summer 1999 governors were able to strengthen the school's depleted leadership team by appointing two deputies. One, Maggie Montgomery, a former secondary head teacher in Newham, took overall responsibility for the quality and breadth of the curriculum, the quality of teaching and the challenge and appropriateness of academic target setting for individual students in all subjects. The other deputy, Dave Dennis, previously one of the heads of year and senior teachers, extended his responsibilities to include the quality of students' learning, the reliability of assessment of student work by all teachers and standards of students' academic and personal progress and achievement. This delegation of responsibilities ensured all members of the school's leadership team maintained their focus on improving the progress of every student and continuously raising their achievement across every subject in the curriculum.

The governing body also appointed two assistant heads, new posts to replace senior teacher positions. The former head of special education, Deirdre Murphy, and the previous year's head of year 11, Alex Williamson, were to work with the head and deputies and lead improvements in the overall quality of education provided for Lower School (years 7 to 9, the key stage 3 years) and Upper School (years 10 and 11, the key stage 4 years) respectively. Both Deirdre and Alex have since become head teachers in other local authorities.

Ready for September 1999, new heads of mathematics, humanities, the arts, and physical education and sport were appointed. The school's tradition of highly effective year group leadership continued with the appointment as heads of year 7 over successive years of Mary Casey, Sandra O'Garro, Justin Alcock, Brendon Mounter and Gabby Grodentz. These colleagues were to take their respective groups through to year 11, GCSE examinations and progress to college.

By September 1999 the school had stable staffing as well as reliable and frequently updated records of student attainment. Leaders were in a position now to place students in classes where the spread of attainment was more manageable for teachers than the previous arrangement of mixed ability classes. Since the demise of streaming in secondary schools sometime around the late 1960s and early 1970s, teaching groups in many comprehensive schools, including Holloway School, contained a broad range of abilities and aptitudes. Unless subject teachers were regularly and accurately monitoring the performance of individual students in their



classes and using that information to plan their lessons and meet the individual learning needs of every student there was a good chance that the needs of many students would not be met. Holloway School's very poor results since the introduction of GCSE exams and over successive years indicated that this was indeed the problem.

The newly appointed head of mathematics, Alberto Otero, was eager for all students to do as well as possible in maths. He was an enthusiastic advocate of setting anyway and introduced it into year 7 in his subject. The school switched to setting by ability in other year groups and in subjects suited to it soon after. The difference between streaming and setting is that the former teaching groups remain the same for all or most subjects while the latter classes are composed of different groupings based on the strengths and needs of individuals in each subject.

One of the two deputies, Dave Dennis, resigned in December 2000 to develop his career in teacher recruitment and was succeeded as the deputy head responsible for the quality of learning and standards of progress and achievement by assistant head Alex Williamson. In turn, the vacated assistant head position was filled by head of year 10, Martin Hodgson, who had already demonstrated a flair for using information and communication technology (ICT), mentoring and other means to motivate and lead all pupils in his year group to ever improving achievement.

John Williams, the school's first bursar, who had been appointed early in 1998, had created good financial management practices throughout the school. This enabled the head and governing body to keep the school's budget under continual review. John had moved on by summer 2000 and was replaced by a senior member of the office staff, Nell Collins. Under her stewardship the budget was emerging from deficit and had come into balance by the start of the April 2001 financial year.

Although it took time to implement, one immediate issue which governors could now afford to resolve was reduction of class size. Many classes had grown too large in consequence of the school's inability to pay the salaries of sufficient numbers of teachers. From September 2002, year cohorts, recently reduced in size from 220 to 180 pupils, were grouped into seven rather than six classes. In consequence average class sizes went from 30 to 26. The results of this ten percent reduction in class size, the move from mixed ability classes to setting by ability, a focus on the individual student and steadily rising teaching standards contributed strongly to continuously improving pupil performance.

A rather different but nevertheless helpful improvement was in the quality of the school's catering service. The local authority based catering contractor had not been able to recruit a kitchen manager who stayed very long and the school suffered from regular staff shortages and poor lunchtime service. In addition, the contractor was charging the school for this unsatisfactory service rather than managing a service that covered its costs. To overcome this problem the school appointed an independent contractor which provided a far superior and cost effective service for students and staff.



### **3: EARNING THE RESPECT OF THE LOCAL COMMUNITY**

Ofsted failure, poor examination performance and some unruly behaviour in and out of the school ensured that Holloway School was not popular within its local community in 1997. Nevertheless, even in its darkest days there were aspects of school life that were going very well indeed. During the period from the mid-1990s to the 2000s the school was rebuilding its enviable record in sporting achievements. Football in particular had risen to the levels of achievement the school had last known in the 1940s to 1960s thanks to considerable enthusiasm from both teaching staff and students. The school was again winning the Inner London Cup and the Camden and Islington Louis Lewis Trophy frequently. In 2003 Holloway beat old rivals Highbury Grove 10-3 in the final of the latter competition.

The Old Camdenians Football Club has also continued to enjoy success on the playing fields. Since its beginnings in 1909, when the school was called the Camden Secondary School for Boys and when former pupils called themselves the Old Camdenians' Club, the Football Club has persevered with much success. On its reformation in 1919 after a five year war-time suspension, the Football Club became a founder member of the Old Boys' League. Over eighty years later, in the 2002/03 season, the Club's 1<sup>st</sup> XI achieved a remarkable treble. It won the AFA Intermediate Cup and the LOB Intermediate Cup and Division 1 North.

Failure of its Ofsted inspection had caused an almost immediate plunge in the school's popularity in 1996. However, there could be serious drawbacks to an immediate and rapid growth in pupil numbers unless other issues were dealt with first. After all, improvements in the overall quality of teaching and the academic progress of students depend upon strong leadership at all levels throughout the school. The school had focused very strongly on growth following its last crash in popularity ten years previously and although much of that recovery was very effective it is important to learn from the process as a whole and not to repeat any mistakes.

Even with a roll of less than 800 in summer 1997, the school felt unpleasantly overcrowded. For example, the original board-school classrooms, built for younger pupils, were not large enough for full classes of year 11 young adults. In addition, the school's five post-war buildings were in poor condition, outside and in, with leaking roofs and windows, and damaged walls and floors. The original London Board elementary school building and its extensions, though far better built, had over thirty narrow and frequently congested flights of stairs, an unreliable heating system, draughty windows and inadequate lighting. None of the buildings, broadly and separately distributed around the campus, were secure against daytime intruders.

Islington Education Committee and the director of education in 1997, Dr Hilary Nicolle, understood these difficulties and, with the approval of the Department for Education and Employment, agreed to reduce the size of the school from seven to six-form entry. Introducing 180 year 7 pupils each September would be more manageable than the current maximum intake of up to 220 students. This would bring down the maximum number of pupils on roll in all five year groups from 1100 to 900.

By October 1998 an architect assigned by the London Borough of Islington Housing Department to work on the refurbishment programme produced a phasing plan. This was designed to remove the 1950s technical workshop, which was dilapidated, and use the space made available to provide updated facilities. In addition, the programme must enable the school to function while different parts of the premises were being refurbished. Sports facilities were to be developed under a private finance initiative. However, the local authority was unable to attract a private partner to invest in and develop on-site sports provision, so that aspect of the plan was postponed.

In the first phase, begun in May 1999, the music building was substantially improved. However, as a refurbishment of an existing single storey building with one large and one small classroom it was small for a secondary school of 900 students. In phase two, nine existing classrooms on the ground floor of the main 1956 classroom building were gutted and replaced by five large design and technology workshops. At the same time, half of the building's external asbestos and glass cladding was replaced. In addition, a two-storey building, linking the two main teaching blocks, provided a single, secure but welcoming school entrance and completed a broad and attractive frontage to the school. The link building took some time to construct as the contractors rediscovered the underground stream that had hindered building the school hall some sixty years previously. The link building took longer to construct than the massive Empire State tower in New York City. Subsequent landscaping provided an oasis of calm to link the school's learning environment with the outside world.

Phase three, completed in summer 2002, provided four well-equipped information technology rooms, six science laboratories, four classrooms and various other rooms including cloakrooms for the expected inclusion of girls as well as boys. This replaced existing classroom and science accommodation in the 1950s building's second and third storeys. The building's glass cladding was completed.

The final phase was to refurbish the board-school designed Edwardian building and provide new classrooms to replace some of the eighteen removed in earlier phases, improve the existing classrooms and create new expressive and performing arts facilities and purpose-built library and learning resource accommodation. Since the north-west corner of the campus lies within a conservation area there was no question of replacing either the original board school building or the 1927 school hall so changes in accommodation would need to be kept within these buildings' exteriors. Throughout this construction programme the school's premises manager, Bill Collins, and his team ensured learning was not interrupted and the school ran to greatest effect.

In March 2000, John Hudson was seconded temporarily to lead and prevent the imminent closure of the six-month old but rapidly failing fresh start Islington Arts and Media School, formerly George Orwell School. In April the same year Holloway School governors learnt that funding was no longer available and phase four of the building programme had been cancelled by the Borough. The student roll was expected to begin rapid growth from September 2001 and the school had insufficient suitable accommodation for its larger student roll, particularly classrooms. In addition, the local authority had no available funding to demolish the very



unsatisfactory 1950s technical building, part of the planned refurbishment programme, which was by then unsuitable for teaching. John Hudson returned to Holloway School ready for September 2000, four months earlier than originally planned.

In January 1999, while Holloway School was on the way out of special measures, Islington Education Department had its own Ofsted and Audit Commission inspection. The inspection report was damning and concluded, "Islington Local Education Authority (LEA) has few strengths and many weaknesses. The weaknesses are, in many cases, longstanding and fundamental. The LEA is not adequately discharging its duties to support school improvement to secure suitable and effective education". The inspection team reported they "do not believe that, as an organization, it (the LEA) is currently in a condition to achieve more than limited, piecemeal improvement and while that would be welcome, it was not sufficient". In a BBC 2 TV programme shown in 2000, Her Majesty's Chief Inspector of Schools, Chris Woodhead, spoke of the department's failure. The cause "fundamentally was inept political leadership and the inability of local politicians to get their act together, a desire, often, to fight their own personal corner rather than coming to any coherent and strategic view, and the failure of officers to deliver down the line the services that were needed."

Within weeks Islington Council, with the encouragement of the government Department for Education and Employment, took the decision to outsource services to schools to an education contractor. Cambridge Education Associates, CEA, won the contract and took on responsibility for school services in April 2000. It was the first privatization of a local education authority in England. Vincent McDonnell was the new director of education, Bill Clark was his successor in 2002. The new service provider was named 'CEA@Islington'.

The difference in outcomes following the change in educational leadership in Islington is dramatic. For example, between 1994 and 2000 overall GCSE performance of all nine maintained schools within the Borough varies between 17.5% and 27.4% of students gaining 5 or more good grades. Following the change to CEA@Islington overall achievement rose steadily from 28.7% to 46.0% in four successive years. By 2008, overall achievement of the nine schools had reached 56.4% of students gaining five or more good GCSE grades. The overall national percentage is 65.3%; at last and after twenty years of the new GCSE exams, Islington is getting close to national norms – and so is Holloway School. Both school and LEA plan to rise above these averages.

The government's 1999 Excellence in Cities programme would help the school recruit a higher proportion of pupils from nearby primary schools. Schools in the two London boroughs of Camden and Islington might be eligible to open a small and well-funded Education Action Zone. The heads of Tufnell Park, Torriano Junior, Robert Blair, Brecknock, Hungerford, Torriano Infant School and Holloway School were interested in bidding for financial support for this exciting project. Having met together formally for the first time in November 1999, the heads put together a bid to the Department for Education and Employment with sponsorship from a local educational charity, the Dame Alice Owen Fund.



The bid was successful and, at a high profile ceremony with a large choir of students from the various schools, the partnership was launched in November 2000 by Prince Andrew, Duke of York. The project was called 'EPIC', for 'Education Partners in Islington and Camden'. EPIC was an immediate success. It initiated joint planning between headteachers and improved progression from local primary schools to Holloway School. For several years Holloway School ran summer schools, focusing on literacy and numeracy, for new year 7 students in order to give them a good start to their secondary school education.

Eager to improve student opportunities in other ways the school was aware in autumn 1999 the Islington's Director of Education, Andy Roberts, and the Head of Football in the Community at Arsenal Football Club, Alan Sefton, were looking for a site for a new study support centre. This was part of the national programme 'Playing for Success' whose aim was to improve motivation, increase self esteem, aid learning efficiency and raise attainment of young people in the community aged between 8 and 14. There was insufficient space in school at that time but the youth centre on the campus was well suited for this purpose. The study support centre was subsequently located there. In September 2002, the Arsenal Study Support Centre was relocated to a prime site within the school's new information technology suite. Fairly soon it was in great demand and providing a daily service to the school's own year 7 students and EPIC partner primary schools, and after-school provision for other Islington schools.

The new head of performing arts, Frank Marshall, brought the 'Yamaha Music School' to the school. Located in the refurbished music building, it was opened in November 1999 by Soul 11 Soul star and Old Camdenian Jazzy B. It would provide after-school keyboard lessons for both young children and Holloway School students; the latter benefited from bursaries through the generosity of the Old Camdenians Club and the George Snelling Trust. By January 2001 EPIC funding was available to assist pupils from partner primary schools. Together with the Arsenal Study Support Centre and a growing involvement with EPIC partners, this project brought local young people into the school to see good secondary education at work on a daily basis.

The Highbury and Islington Express newspaper organised a debate in the Town Hall in May 2001 called 'Islington is a good place to live'. Coached by the school's current head of Year 9, Mary Casey, who was also an English and drama teacher, four Holloway School students proposed the motion with girls from Highbury Fields School opposing. The high quality debate provoked a very enthusiastic response from its audience.

Later the same year Mary Casey directed a group of nine fourteen and fifteen year old boys in 'The Shakespeare Schools Drama Festival'. She chose Leon Garfield's abridged 'Macbeth' as their entry. Out of sixty London schools involving hundreds of young people, four were invited to perform at the Duke of York's Theatre in London's West End in November 2001. The Holloway School group was one of them and their production was outstanding.

Tessa Jowell MP, the Culture Secretary, was later quoted in the Observer and confirmed her statement in writing, "Holloway School's performance of Macbeth is

the best play I've seen since becoming Culture Secretary. Performed as part of the Schools Shakespeare Festival, it showed how much can be achieved when young people's imaginations are fired. It was truly my cultural highlight of 2001". Chris Grace, the Festival director, noted "Individually and collectively the acting was extraordinary – images are still in my mind as I write. Mary Casey's direction was daring and outstanding." The director and two of the cast were later invited to 10, Downing Street to meet the Culture Secretary and Cherie Booth QC to discuss their performance. Nearly seventy years earlier, in 1933, the school's thriving dramatic society had produced a memorable performance of this wonderful play.

Not having been able to appoint a suitable candidate from within England the head interviewed and appointed - over the 'phone to Melbourne - a new head of dance ready for September 2001. In addition to making the subject very popular with pupils Jackie Sherren formed a group of dancers called the "Holloway Boyz" who made a spectacular debut to the school. They danced at a Gala performance of Matthew Bourne's 'Nutcracker!' in December 2002 at Sadler's Wells Theatre. After creating their piece in less than a week they raised a very loud and enthusiastic response from an audience who were accustomed to the very highest professional standards. The Boyz went on to perform in many other productions at school and to other audiences including Sadler's Wells Theatre audiences. Over the next few years the school's performing arts teachers, including Jackie Sherren, Mary Casey and Greg Davies, led some wonderful performances at the Lillian Baylis Theatre, Sadler's Wells, including dance and music, scenes from 'Under Milk Wood' and performances of 'Game Show' and 'Chicago'.

Thanks to CEA@Islington assistant director of education, Thanos Morphitis, the school had another wonderful opportunity to strengthen its position within the local community. The Special Educational Needs and Disability Act, 2001 gave opportunities for much closer co-operation between special and mainstream schools. In October 2001 the local council consulted on a proposal regarding two of its special schools. Harborough School worked with young people with autism, while Rosemary was for pupils with severe learning difficulties. Between them, the schools were on split sites some distance apart and with inadequate accommodation. The plan was to amalgamate them under the name the 'Bridge School' and, at a later date, relocate their age 5-11 and 12-18 departments onto mainstream primary and secondary school campuses respectively. Governors of each of the schools, together with their respective staff, parent and student bodies were separately consulted on the proposals.

The primary department of the combined special school was to be based on the Hungerford School campus, one of the partner EPIC schools. The secondary department would join the Holloway School campus, which would also benefit from a fully accessible sports complex to include a 25 metre competition swimming pool, sports hall, multi-use games area and sports laboratory. These facilities would complement the school's planned sports specialist status and add to the provision available to special school students, partner EPIC schools and the local community. To ensure the consultation process was thorough, senior staff of each of the schools attended each others' governors' meetings to enable heads to respond to questions from individual governors and outline their reasons for wanting to be involved in such an exciting but challenging development.



A small team from each school began a series of meetings, lasting about two years, with the Bridge Project's developers to discuss details of the new Bridge School's requirements on the two sites. One team took forward plans for secondary education, including sixth form studies and specialist sports provision on the Holloway campus. The primary team developed plans for a regional centre for professional development, including residential accommodation, on the Hungerford site. By 2004, the governing bodies of each school had agreed the outline plans for construction on the Hungerford and Holloway School campuses.

By June 2003 staff from all schools' involved in the 'Bridge, Hungerford and Holloway Partnership' had met to begin a long process of understanding and taking forward the concept of inclusion. A year later, at the start of another full-day professional development conference for all staff and held at Holloway School, Tim Brighouse, Commissioner for London Schools, gave the first speech to the Partnership, championing the concept of inclusive education. A significant time allocation was devoted at the conference to the development of possible inclusive learning projects. For example, a group of performing artists worked on potential dance/drama initiatives involving different age groups. With sponsorship from CEA@Islington Inclusion Advisory Service, the Holloway 'Boyz' worked on an outstandingly effective and very moving initiative with Sixth Form students from the Bridge School. The initiative was filmed and photographed and presented at the Lilian Baylis Theatre, Sadler's Wells, in May 2004.

Twenty-two months after coming out of special measures the school had another full Ofsted inspection. At the end of the week, registered inspector Helen Hutchings gave her verbal summary to new chair of governors Peter Rees, director of education Vincent McDonnell, link inspector Gill Adams and the head. She opened with the judgement, "Holloway School is an effective and improving school". The report noted, "There is a positive atmosphere for learning and most pupils have good attitudes to their work, there is much good teaching, the school takes great care to ensure pupils' welfare and guidance, the school provides well for pupils with special needs and for those with English as an additional language, the headteacher and leadership team lead and manage the school very well, the governors have a very good understanding of the schools' strengths and weaknesses, the school manages the limited resources available to it effectively." The report also noted, "The school has a harmonious atmosphere and relationships are good throughout. Boys report that they feel happy and safe. All adults at the school provide positive role models for pupils by showing respect and consistency in their interactions with them."

The newly refurbished buildings would be ready for use in September 2002 so the school could admit more students at last. It was also time to admit girls and be a school for the whole community, not just half of it. There was a particular need for additional girls' places in the area as all nearby secondary schools in Camden and Islington were fully subscribed and boys and girls in the vicinity of Holloway School and its EPIC partner primary schools were finding difficulties in gaining places in the schools of their choice. This significant new chapter in the school's development was led by new assistant head Cerian Whiting. To ensure all students felt safe the new year 7 group was separated from the existing boys' school by creating a school within a school. The new intake year had dedicated teaching bases, located close



together in the newly refurbished top floors of the 1956 building and near to their head of year 7's office and their own cloakrooms.

To make sure a relatively small number of girls would feel comfortable in an overwhelmingly male environment, the 50 girls who had chosen to attend Holloway School in the first coeducational cohort were placed in two all-girl classes while the 130 year 7 boys were put in five all-boy classes. The new year 7 classes remained in their own classrooms for English, mathematics, the humanities and modern foreign languages while subject teachers moved to them. Facilities for science, design and technology, art, music and PE and sport were nearby. The new year 7 group had separate tuck shop arrangements at morning break-time and lunched at a different time from the rest of the school. These arrangements are not the conventional method used in many secondary schools and provided prospective students with a helpful alternative to existing provision in other local secondary schools.

The refurbished buildings had a noticeable effect on the school's learning ethos, as did improvements in subject leadership and the quality of teaching. The whole staff worked with the support of students and parents to build a community with a shared moral code and a diverse and rich cultural and spiritual base. Students reflected the diversity of the local population, spoke over thirty different languages between them and held a broad range of faiths. After some difficult years, Holloway School students could enjoy school and gain benefit from all the opportunities open to them. This applied not only to the more outgoing, confident youngsters but also to more reticent, quieter pupils who were finding life unnecessarily tough a few years earlier. More and more, the school was meeting the learning needs of every student.

#### **4: GAINING GREATEST POSSIBLE PROGRESS FOR EVERY PUPIL**

The school's performance in sport, most particularly in football, was well established over many years. Under the leadership of head of PE and sport, Bill Wood, good opportunities were now available to exploit students' talents in other sports. Together with very positive developments in art, dance, drama and music the sense of community within the school was further enhanced. Improvements in academic achievement were by now based on a very strong emphasis on continuously improving the qualities of teaching and learning as well as effective use of assessment, mentoring and revision programmes.

The very strong focus on using current assessments of individual student's achievements to inform teaching and learning was long ago recognized as an important aspect of highly effective teaching. This emphasis was formalized in the national Key Stage 3 Strategy starting in 2003 and was a great help in recognizing and raising achievement of all pupils throughout the school. However, well before that time school leaders, heads of subject departments and teachers were showing recognition and appreciation of student effort and progress.

Within six months of the school's new leadership taking over in spring 1997, an annual prize giving was reintroduced. It is a high profile evening event where the achievements and endeavours of many young people are displayed to an audience of students, their parents, teachers and governors. The annual event, supported financially by the Old Camdenians' Club and George Snelling Trust, is a development of speech day events of the school's earlier years. Similarities between the two events included a focus on very good academic progress of individuals as well as highest overall achievement of individuals across all subjects and year groups. Differences included the absence of sixth-formers and the loss of singing as part of the event.

Gradually the school was taking advantage of intellectually demanding curricular and extra-curricular developments. One such programme, brought into the school by deputy head of maths Deen Matti, was the well-established and highly esteemed 'UK Junior Mathematical Challenge'. Over a period of years a number of Holloway School students attained bronze but some achieved silver and gold standard.

Another activity challenged gifted year 9 historians. Link inspector Gill Adams, on behalf of CEA@Islington, developed a programme which enabled three Holloway School students to spend time at the Metropolitan Archive and work with eleven other very able students from Islington secondary schools. They researched 'Black Performers in London, 1800 to 1930' and produced a highly informative book on the subject. The school was continuing to improve its programme begun in 1999 to identify and meet the learning needs of individual pupils who were either gifted academically or talented in other ways.

In September 2000, the school joined Elizabeth Garrett Anderson Language College in an 'Upward Bound' programme. Both schools identified fifteen students at the start of year 10 in successive years who were on the borderline of achieving good GCSE grades, who had no family history of higher education and who, unless

there was significant intervention, were unlikely to progress to university education themselves.

Targeted students have to commit themselves to attending classes in English, mathematics, science (biology, chemistry and physics), information technology and personal and social education at City and Islington College on Saturday mornings throughout term-time for two years. The group of thirty students from the two schools benefit from other opportunities including a residential study course and visits to university, and their progress is followed and supported right through their sixth form years. The scheme, funded by the Dame Alice Owen Fund, has been very successful in raising achievement at GCSE and encouraging students to go on to further and higher education.

Students, including all Holloway School students, have been strongly encouraged to remain at school or college beyond the age of 16. The majority of Holloway School students do transfer to college, many to City and Islington College, after their GCSE year. However, the national minimum school leaving age remains at 16 since the 1972 change from 15. Current government proposals are for the minimum leaving age to be raised to 18 by 2013.

By 2004 the school still lacked a suitably comprehensive library and learning resource centre. This had been a major component of the phase four refurbishment programme that had been cancelled. To cover this loss in the short term Islington Library Service provided regular sets of books to support the teaching of subjects choosing to take advantage of the scheme. From September 2002 the school had very good information and communication technology (ICT) facilities under the leadership of assistant head Martin Hodgson, which played a substantial role in improving student self motivation and academic progress. Since 1999, additions to the teaching staff have included learning mentors and classroom assistants. These provide support for students who for all sorts of reasons need additional, but not necessarily permanent, help. These colleagues are having a significant impact on student progress and achievement.

By summer 2004 Holloway School pupils are still enjoying and benefitting from the support of the Old Camdenians' Club in many ways. Individual OCs who contribute very strongly include secretary George Ives, for some years vice chairman of the school's governing body, Richard Brown, a past Club chairman and Alan Meyer, the present chairman. Also, Mike Duffy, honorary secretary to the Camden Playing Fields Trust, and Phil Cowley, Club treasurer, are working with students to help in their career development. Old Camdenian and Royal Academician Albert Irvin has given classes to art students as well as presenting one of his works to the school.

Over the period from 2001 to 2004 the percentage of students gaining five or more good GCSE grades rose from 12% to 20% to 31% to 36% in successive years. The school still had a good way to go as the national average for boys in 2004 was 49% (the girls national average was 59% while the result for boys and girls together was 54%) but the school was moving forward. It is clear to all that Holloway School teachers and leaders have the capacity to improve substantially the academic outcomes of students, some of whom had entered the school with low or very low



levels of achievement in English, mathematics and science in their primary school key stage 2 tests.

The local press, critical of Holloway School when it was performing badly, is now fully behind the school and its endeavours to provide students with the best possible education. Identified as one of the one hundred most improved schools in the country in 2004, Holloway School is back on the road to success at last. Like his illustrious and much admired predecessor Frederick Hurlstone-Jones nearly sixty years earlier, John Hudson was awarded the OBE for his service to education on his retirement.

## CENTENARY YEARS

September 2004 saw the start of another exciting chapter in Holloway School's history with the appointment of new Headteacher. At 38 years old and in his first Headship Bob Hamlyn brought a new energy and direction to the school's vision, that could build on the significant progress and solid grounding prepared by Dr John Hudson. In his first message to staff the New Head instantly struck a chord with those present through his description of his vision for Holloway of 'excellence through equity', emphasising the need to aim for the highest possible standards while recognising the ethnically, cultural and social diversity of the school.

Despite the progress of recent years Holloway School however remained a school in challenging circumstances with academic achievement still well below the national norms. With the continued support of London Challenge and later National Challenge, the school sought to improve attainment in GCSEs, particularly in the number of students achieving 5 or more A\*-Cs including Maths and English. The National Challenge was created to tackle the link between deprivation and low educational attainment, a key challenge facing Holloway School. Very soon with their considerable support and with hard work from staff and students results began to improve significantly. 2006 results showed the number of students attaining 5 or more A\*-C GCSE passes as being 42% (up 9 points on 2005); the of students achieving this with Maths and English at 27% (up 10 points on 2005); the number of students achieving one or more GCSE grade at 95% (up 9 points on 2005) and the number of students achieving 5 or more GCSE passes: 82% (up 11 points on 2005).

Along with improving academic results Holloway School began also to gain in status and improve its buildings. To gain status it was now important that the school gained a specialism under the government's Specialist Schools programme. Specialist schools are an important part of the Government's plans to raise standards in secondary education and the target of 2000 specialist schools had already been met 18 months early in February 2005. The Specialist Schools Programme (SSP) helps schools, in partnership with private sector sponsors and supported by additional Government funding, to establish distinctive identities through their chosen specialism and achieve their targets to raise standards. Considering the excellent reputation of Holloway school in sport, particularly football, the move towards becoming a Specialist Sports College seemed an obvious choice. Application for Specialist Sports College status was submitted in March 2005 with the backing and sponsorship of Islington CEA, Arsenal Football Club, Microsoft and the Old Camdenians. Proof of the school's commitment to attaining this status was shown by the success of a funding raising dinner and auction in the Old Camdenians Hall, where special guest former Arsenal Footballer Bob Wilson recalled his experiences teaching at Holloway. Those present responded by donating almost £10000 to the sports college cause. The awarding of Specialist Sports College status was duly announced by the DfES in early July 2005. The achievement of gaining status was celebrated with a launch on September 22<sup>nd</sup>, attended by Islington Council Leader Steve Hitchens, CEA Chair of Education Bill Clark, and two Arsenal footballers.

The timing of the announcement of the school's Sports Specialism was significant as it was made to staff at a joint training day between Holloway, colleagues from Hungerford and the soon to be opened Bridge school. The Bridge School project

was another prestigious development that was to have a significant impact on the quality of Holloway school's buildings and quality of education. The Bridge School was one of the most ambitious educational projects ever developed by the Council and came with an investment of over £25 million. This funding was made up of a grant of £5 million received from the DfES and the balance of £20 million plus that was found from a combination of the sale of existing sites that became surplus once the new schools were completed; the addition of residential units above the new special school premises at Hungerford; and supplementary funding from Sure Start, Big Lottery Fund & additional DFES funding through the Building Schools for the Future programme. In line with national policy the Bridge addressed Islington's highest educational priorities - raising standards of achievement for children and ensuring that all children were fully included within the education service. The Bridge Special School was Islington's Special Educational Needs school providing for 150 children with autism and profound and multiple learning difficulties. The school had for a number of years been located on three separate sites that had very poor accommodation - a fact which had been severely criticised by Ofsted. The Holloway-Bridge- Hungerford partnership sought to re-locate the three sites on to one primary site, based at Hungerford school and one secondary, based at Holloway School. This would allow shared use of mainstream and special needs facilities that promote inclusion of SEN pupils and members of the local community in the activities of the existing "host" secondary school and that of the proposed leisure facilities. Perhaps the most obvious benefit of for Holloway School was the demolition of the old and dilapidated Gym and Technology Block, and the promised creation of a new Sports hall and a 25 metre Swimming Pool on the school site.

In preparation for the building of the 'new school' Holloway, Hungerford and Bridge staff joined together in a number of joint Training Days at which key note speakers explained the meaning and importance of 'Inclusion', the principle that students with special educational needs are best educated alongside main stream students. These days provided great opportunities for discussing addressing differences between the staff of all schools. These included concerns from mainstream staff that the education of existing Holloway students would not be disturbed by the 'inclusion' of special needs students, and conversely the concerns of Bridge School parents that their children should not have contact with 'Holloway pupils'. The latter comments perhaps indicating how the reputation of Holloway within the community still had room to be improved. The days were however very positive and staff discussed ways in which they could co-operate on the new site, including the setting up of a number of 'projects' where staff and students would work together. Perhaps the most successful were the projects where Holloway School dancers and actors worked alongside pupils from the Bridge school to produce inspiring performances that would convince even the most skeptical of the value of inclusion.

Soon the quality of Holloway's facilities began to reflect its new specialist sports status. In October 2006 the school astroturf or Multi Use Games Area (MUGA) was completed, funded by the National Lottery. In the same month the new Sports Lab, a gym full of high tech, ICT rich fitness equipment was opened. This represented the capital project aspect of the Specialist College designation, funded by the sponsorship received from Arsenal, the Old Camdenians, Sir John Cass and others, as well as a matched capital grant from the DfES. The completion of the Bridge School in September 2007 saw Holloway School move into a new Sports Hall,



changing facilities and the swimming pool. Despite considerable anxiety over various contractual and building issues in June 2008 Holloway students and staff began using the swimming pool. Holloway School could now truly boast to having high quality sports facilities that matched its specialist status.

Further improvement in teaching and learning facilities is promised with the imminent completion of Islington's Building Schools for the Future programme (BSF) of which Holloway School is part of the first phase. Building Schools for the Future (BSF) is the biggest-ever government led school buildings investment programme. The aim is to rebuild or renew nearly every secondary school in England. The BSF programme in Islington represents a significant investment of £140 million across the borough in transforming the future for secondary school pupils through new build and refurbishment of existing secondary schools and the introduction of new ICT facilities. Following a competitive procurement process, Islington Council appointed a consortium headed by Balfour Beatty Capital, known as Transform Schools, as Preferred Bidder for Islington's BSF programme. For Holloway School the project involves the refurbishment and remodeling of the original school to provide large open teaching and support facilities; the demolition of the school hall, kitchen and music blocks; the refurbishment of the main teaching block; construction of a new hall and performance space with associated kitchens; the construction of a new technology centre. Importantly the external appearance of the Edwardian 'Old Building' is to remain, while the inside is to become fit for the twenty first century. Construction started in March 2008 with the target construction completion March 2010. With building works currently on schedule Holloway are on the brink of achieving the 'world class' educational facilities its students deserve.

Throughout the changes in status and buildings Holloway students continued to thrive and achieve in a variety of educational, social and cultural activities. Significant educational changes included the introduction of a 'Nurture Group' in year 7 for those students least able to access the full curriculum. These students were to be taught by a trained primary school teacher in an attempt to help them 'catch up' on important literacy and numeracy skills, that regrettably still a significant number of students did not have when coming from primary school. In addition a combined Humanities course for a group of year 7 students was introduced, with an increased emphasis on literacy. Further flexibility at Key Stage 4 meant that a broader range of courses was offered for 14-16 year olds. These now include new 14 – 19 diplomas that were made available to students as part of their option choices. The diplomas are designed to bridge the divide between liberal and vocational education and allow students to gain a qualification that is highly valued by employers and universities.

As students were benefitting from improved support and option choices a number of other ideas that were introduced appeared to be seeking to re-assert more traditional ideas and values. As research began to prove that students who wear uniform the smartest do better at school Holloway has begun to dramatically improve the standard of uniform in school. Shirts tucked in, blazer, black shoes, ties showing five stripes has become the norm. Building on other initiatives introduced to improve behaviour in 2008 Holloway School became a "hat and hoodie free zone", with any head wear worn in school being confiscated until the end of the school day, until their parents came into school to collect it or its return at the end of the half term if they were unable to do so. Soon after this Holloway became a fully mobile/MP3 player

free zone! This policy was brought in with full support of staff and parents, and has proved remarkably successful. Staff responded by the acceptance of a new staff dress code, which introduced the return of suits and ties to Holloway staff, although it has not yet gone as far as bringing back gowns. Another basic, attendance has also improved, with the threat of fines for parents whose children are absent or late regularly for school being balanced by the promise of vouchers, pizza lunches and MP3 players for 100% attenders.

Throughout this time of progress the School Performance continued to prosper, with the Holloway Boyz and Girlz dancers continuing to star and the performance reaching a spectacular nadir in the event staged at the Peacock Theatre in July 2006. The tradition was continued in July 2007 with the performance of the Centenary Show. In addition to the continuing of this tradition, old traditions were revived such as the re-launch of the House system in April 2008. To reflect the school's specialist status the new house names were Wembley, Lords, Twickenham, Olympic and Wimbledon. Events linked to the house system included sports competitions and points awarded for best attendance and book reading. As further sign of an increasing importance in recognising the responsibility of students, the Student voice gained increasing recognition through the Student Council, Peer Mentors and the Senior Students. These Senior Students, akin to the 'Prefects' of old are selected by a rigorous interview process and are to be exemplary role models for other students.

Tragically one of the most high profile Holloway School Senior Students Ben Kinsella was murdered while celebrating the finish of his exams in July 2008. A role model, A\* student Ben was the victim of an unprovoked knife attack which launched a national outcry and media campaign to seek an end to the shocking current frequency of teenage knife crime. The school is still stunned and deeply affected by the loss of Ben.

The loss of Ben Kinsella illustrated the fragility of life in the Holloway community and indeed the continued vulnerability of the progress of the school. The November 2007 OFSTED again judged the school as providing a 'satisfactory' education for students, while highlighting the need to improve progress in Key Stage 3 and the quality of some teaching. When teaching was judged to be good it was 'lively ...Tasks and concepts are clearly explained and activities are carefully designed to challenge the students to learn at a swift pace. Students know exactly what is expected of them and what they need to do to improve. Working relations are warm and productive. Praise is used extensively to motivate students and teaching assistants provide good support'. However the quality teaching overall was still 'inconsistent', at times 'dull' and expectations are not high enough to raise standards to the national average'. The Report explained how in some lessons 'students spend too much time listening to teachers talking rather than being given the chance to find out or learn actively for themselves. In these lessons, students become too passive, are not challenged to think hard and are over reliant on the teacher'.

The report however praised the quality of leadership and re-affirmed the conviction that under the Headship of Bob Hamlyn the school had a strong capacity to improve. Indeed the Report remarked: 'The headteacher has brought new vision and determination to the school that have led to important improvements, such as in

standards and behaviour, which demonstrate a sound capacity for further improvement'. The leadership team was also praised as providing a 'clear sense of direction'. This Senior Leadership Team was further strengthened by the appointment of Paul Stone to Deputy Head (and later to Associate Head), as well as the internal appointment of Martin Hodgson to Deputy Head, along with the advancement of Fiona Boyle, Julie Griffiths and Brendon Mounter to Assistant Heads, joining continuing Assistant Heads Bill Starkey and Cerian Whiting. Through the creation of a 'Teaching and Learning Group', regular 'Sharing Good Practice Weeks' and the creation of a number of 'Advanced Skills Teachers' providing high quality teaching and learning has become top of the agenda for Holloway School. With excellent appointments of experienced and talented staff to key positions such as Maths and English Holloway school is well placed to achieve a judgement of 'good' or better at its next OFSTED inspection.

In the words of Bob Hamlyn the school is at the 'cusp of transformation'. The 2008 Key Stage 3 results were very positive (2007 results in brackets): English 73% Level 5 or above (49); Maths 65% Level 5 or above (51); Science 60% Level 5 or above (50 – 38 in 2006!). The other headline figures for GCSE were also very good (again, 2007 comparison in brackets): Students with 5 or more passes at C or above: 50% (41); Students with 5 or more passes: 87% (87); Students with one or more pass: 99% (96); The school is currently on target to meet our National Challenge benchmarks (the minimum target set by the Government for every school) of 30%+ 5 or more GCSEs including Maths and English this year.

It is appropriate that a period of challenge and progress should climax with Holloway school's 'best ever' exam results. The results announced in August 2009 saw Holloway students surpass the Government's 'benchmark target' of at least 30% 5 A\*-C grades including English and Maths. Indeed this figure for Holloway had jumped to 36% of students, exceeding the previous year's results by almost 10 percentage points. In addition the number of students gaining 5+ A\*-C was an unparalleled 66% (almost doubled from 2005), the number gaining 5+ A\*-G 95% and the number gaining 1+A\*-G 100%, the best in the borough if Islington. Students and teachers both celebrated the reward for their great determination and hard work, led by Head of Year Alex Gordon and a very satisfied Bob Hamlyn.

As Holloway school approached the new decade at the end of 2009 it did so with unprecedented hope and optimism. Yet even in this moment of triumph celebrations were tainted as colleagues and students were saddened by the passing away of Dr John Hudson. As the centenary of the school and the Old Camdenians passed it was right to acknowledge the enormous roll he played to the survival and subsequent flourishing of the school. His determination and belief in Holloway remains a constant inspiration. The history of Holloway illustrates that while never easy and full of un-expected challenges, Holloway continues to be the most rewarding place to work, study and enjoy life. More than ever the school stands out as a beacon that shines out the message that students can achieve despite challenging social backgrounds and that the spirit of 'Persevere' lives on. The challenge remains to do justice to the example and hard work of past students and staff and all those who have been part of the history of Holloway.



## CONCLUSION

In his Foreword to the Jubilee Retrospect headmaster M.W. Brown observed, "This history records the development of a community, and the service given to it by those who were its members. It records also their many achievements, but it is for the intangible living spirit of the school which their devotion to it has produced that we must be most thankful. Standards have been set and traditions established of which we are very proud. It will be for those who join the school in the coming years to see if the example set by their predecessors is maintained". At the end of his Foreword he added, "The life of the school has been built on sure foundations, and we look forward to the future with confidence".

At the conclusion of the 1907-1957 Retrospect, author Richard King observed, "The fostering of a community with real cohesion and accepted standards has always been a school's function – and there have always been challenges of indiscipline, of indifference, of broken homes, and of a craving for pleasure, a preference for the easy way. Society is always changing, and a school of necessity changes too, though still expressing its own character. The thousand boys of today wear the School's uniform, and are proud of belonging to it – not because of modern policy or new buildings, but because of the reputation of the School. It is good that the Old Camdenians Club has given its loyal support to the new order; because of it the tradition goes on, and the Jubilee is a celebration of a living community, not the funeral rites of a school sacrificed to political theory. When the centenary comes, the School's growth will be seen to be a continuous and natural response to the needs of the neighbourhood it serves."

The Old Camdenians' Club had maintained its strong and loyal support for the School over the change from grammar to comprehensive education in the mid 1950s and are responding to change with similar enthusiasm fifty years later. Girls were gladly admitted to the school for the first time in 2002, the school has wholeheartedly adopted the concept of educational inclusion and the school achieved sport specialist status in 2005.

Holloway School, strongly supported by the Old Camdenians' Club, is on the road to high achievement and is responding to the needs of the neighbourhood it serves. At the dawn of a new millennium and the start of their next century, Holloway School and the Old Camdenians' Club, built on sure foundations, are looking to the future with confidence.

ROLL OF HONOUR

Old Camdenians who gave their lives in action in two world wars: 1914 to 1918, and 1939 to 1945

<u>First World War</u>	<u>Second World War</u>
Hubert P. Adcock, George W.T. Ball, Robert J. Braybourne, Walter Bulter, Frank Clough, Albert E. Craddock, Harold W. Creed, Arthur G. Davis, Hubert E. Dilnutt, Arnold Donaldson, Frederick W. Evans, Robert Gorman, Norman Greiffenhagen, William G. Harris, Frank W. Honnor, Douglas C. Howles, Sidney G. Isaac, Harold A. Lamb, William Lee, William H. Littlejohn, Leonard J. Mayer, Herbert T.R. Montesole, Edgar B. Nurse, Alfred G. Perkins, Arthur Phillips, Lionel J. Roberts, Reginald H. Sanders, Ernest G. Silverton, Arthur L. Speller, John W. Thorpe, Frank Trounce, Joseph Verwymeren, William J. Wallond, Harold F. Ward, Harold D.T. Webb, Sidney Williams.	<div>William H. Allworth, Reginald C. E. Bennett, Alan Catherall, William R.F. Coleman, Douglas Colledge, George W. Collins, Wilfred J. Culbert, Raymond L. Cundy, Douglas Cunningham, Leslie G. Diggins, John H.P. Dwyer, Francis J. Frisby, William A. Fullerton, Ronald Godfrey, William H. Griffiths, Cedric H. Hodges, Richard H. Hockett, Gerard S. Johnson, Frank P. Kirke, Henry J.I. Kraly, Roland F. Lea, Terence E. Leahy, Samuel J.R. Lewis, Douglas W. Loudon, Thomas P. Lynch, William J. Matthews, Philip G. de Mauny, Ralph Millns, James Moore, Kenneth G. Moore, David L. Morris, Cecil H. Mott, Roy H. Munsey, Dennis C. Murrell, Douglas O. Nicholls, Graham Norman,</div> <div>Henry A. Panning, Ronald C. Pattle, Stanley Piner, Denis E. Richardson, Percy C. Roylance, Geoffrey W. Scammell, Harold J. Shallow, Frederick C. Sheriff, Ronald W. Smith-Stafford, Alfred C. Sykes, Jeffrey Taylor, Alfred N. Tennant, Reginald C. Tourell, Robert F. Tow, Philip E. Walker, Henry H. Want, Harold J. Williams.</div>

## HEADS OF HOLLOWAY SCHOOL

<u>Name of Head</u>	<u>Dates of appointment and resignation</u>	<u>Name of school and Local Authority</u>	<u>Other details</u>
Augustus Kahn MA	September 1907 – August 1912	Camden Secondary School for Boys LCC	Grammar school for boys Sept. '07, Old Camdenians' Club 1909, Playing field bought, Buildings added, WW II evacuation, Education Act and GCE exams 1944,
Frederick Hurlstone-Jones OBE, MA	September 1912 – December 1946	Holloway School, renamed 1914 LCC	
Ronald Gill BA	January 1947 – August 1951	Holloway School LCC	
Richard J. King MA (Acting Head)	September 1951 – August 1953	Holloway School LCC	
M.W. Brown MA	September 1953 – August 1960	Holloway School LCC	Buildings added, Comprehensive school for boys Sept. '56, Golden Jubilee Sept. '57, CSE exams begin 1966, School leaving age raised to 16 in 1972,
Claude F. Lewis BA	September 1960 – August 1973	Holloway School ILEA 1965	
D.C.D. Potter BSc	September 1973 – August 1977	Holloway School ILEA	
George Riga R. de Spinoza BSc	September 1977 – December 1981	Holloway School ILEA	
Joe Hogan (Acting Head)	January 1982 – August 1982	Holloway School ILEA	Sixth Form closed 1986, GCSE exams begin 1987. 1988 Education Reform Act: LMS, National Curriculum and key stage tests, Girls admitted Sept. '02, Buildings added, EPIC, Bridge School, Sports College '05, School Centenary Sept. '07, BSF programme.
Michael J. Cahill	September 1982 – March 1986	Holloway School ILEA	
Joe Hogan (Acting Head)	April 1986 – March 1988	Holloway School ILEA	
Paul Smith BPhil, FRSA	April 1988 – March 1997	Holloway School Islington 1990	
John Hudson OBE, MSc, PhD	April 1997 – August 2004	Holloway School CEA@Islington April 2000	
Bob Hamlyn, BA	From September 2004	Holloway School CEA@Islington	

LCC – London County Council; ILEA – Inner London Education Authority; CEA – Cambridge Education Associates



## FORTY YEARS ON

Often referred to as the Harrow Song and dating from 1872, the song 'Forty Years On' originally had four verses. It was the first of many songs written for Harrow School. Words were written by Edward Bowen, later a housemaster of Harrow School; music was composed by John Farmer, the school's music master. A fifth verse was written for the ninetieth birthday of Sir Winston Churchill, an Old Harrovian, and first sung on 28<sup>th</sup> November 1964.

In its early days Holloway School and the Old Camdenians' Club adopted verses 1 and 4 of the song with choruses. Old Camdenians continue to sing these verses, here taken from the Harrow School website, which also includes the score, at their annual dinner. In its grammar school days all present at the annual speech day were invited to join in the singing of Forty Years On.

Verse 1 Forty years on, when afar and asunder  
Parted are those who are singing today,  
When you look back and forgetfully wonder  
What you were like in your work and your play,  
Then, it may seem, there will often come o'er you,  
Glimpses of notes like the catch of a song -  
Visions of boyhood shall float them before you,  
Echoes of dreamland shall bear them along.

Follow up! follow up! follow up! follow up! follow up!  
Till the field ring again and again,  
With the tramp of the twenty-two men.  
Follow up! follow up!

Verse 4 Forty years on, growing older and older,  
Shorter in wind, as in memory long,  
Feeble of foot, and rheumatic of shoulder,  
What will it help you that once you were strong?  
God gives us bases to guard or beleaguer,  
Games to play out, whether earnest or fun;  
Fights for the fearless, and goals for the eager,  
Twenty, and thirty and forty years on!

Follow up! follow up! follow up! follow up! follow up!  
Till the field ring again and again,  
With the tramp of the twenty-two men.  
Follow up! follow up!

## ACKNOWLEDGEMENTS

This account was written through the eyes of a recent headmaster of Holloway School. For this approach and for much else I am indebted to former pupil, school captain, history master, second master, secretary and later president of the Old Camdenians' Club and the school's acting headmaster, Richard King. I strongly recommend reading the 'Jubilee Retrospect', which gives much detail of the school's early years and its personalities. The booklet also includes a four-and-a-half page section on Mr J.H. Price's memories over his thirty-one years at the school.

- Jubilee Retrospect, 1907 – 1957: R.A. King, Holloway School, 1957

Stuart Maclure's book, 'A History of Education in London, 1870 – 1990', was immensely valuable in providing much information concerning the years leading up to the birth of the school and the change to comprehensive education fifty years later.

- A History of Education in London, 1870 – 1990: Stuart Maclure, Allen Lane, Penguin Press, 1990

Grateful acknowledgement is due to the Chairman of the Old Camdenians' Club, Alan Meyer, for his report '90 Years Young', which celebrates the OC Football Club's ninetieth birthday. Many thanks also to the current Club secretary, George Ives, former chairman, Richard Brown, a pupil of the 1920s, Philip Cramer and a pre-second World War pupil, Stanley Whiteman for much background information. These colleagues have been involved in the School and its former students' Club for between fifty and eighty years.

My gratitude also goes to the present head, Bob Hamlyn, and deputy head, Martin Hodgson, who have generously given their time to ensure this Centenary Retrospect is complete up to the end of the 2008/09 school year.

Other sources used for the production of this booklet include:

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<http://www.oldlondonmaps.com/stanfordpages/finsbury>
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- Families of Schools; The London Challenge, DfES Publications, 2003;
- Black Performers in London 1800 to 1930, CEA@Islington, 2003.

I have sought to convey an accurate summary of the events of the past hundred years but accept that omissions have been essential in keeping the account brief. In addition to the many sources I have acknowledged above, I must pay tribute to my elder son, Adam, for the time he has spent with me, enabling me to share my passion for education with others who are interested in what goes on in schools.

I acknowledge that any errors in this booklet are my own alone.

The Old Camdenians' Club, including the author, hope that individual readers will contact the Club, through its secretary, if they can add to or correct the knowledge contained in this booklet. In this way, the story of Holloway School can live on and give pleasure to future readers.

John Hudson  
August 2009