

# Holland Junior School

## Inspection report

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<b>Unique Reference Number</b>	125069
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359831
<b>Inspection dates</b>	6–7 October 2010
<b>Reporting inspector</b>	Brian Evans

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mandy Boshier
<b>Headteacher</b>	Elsbeth Andrews
<b>Date of previous school inspection</b>	7 October 2007
<b>School address</b>	Holland Road Oxted RH8 9BQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 10 lessons and parts of lessons and observed all of the eight teachers at least once. Meetings took place with governors, staff, parents and carers and groups of pupils. The inspection team observed the school's work and looked at documentation which included the school's priorities, assessment information, safeguarding documentation, curricular planning, attendance figures and samples of pupils' work. Inspectors analysed the results of 83 questionnaires completed by parents and carers and took account of the views expressed in pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The quality of pupils' writing.
- The effectiveness of 'assessment for learning' and feedback to pupils on their performance in relation to targets.
- The key factors that influence pupils' personal development.

## Information about the school

This school is broadly average in size. The large majority of pupils are White British, with a small number from a range of minority ethnic groups. The proportion of pupils known to be entitled to free school meals is below the national average. There are no pupils at the early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities is above the national average. The school has Healthy School status and the International School Award among a number of other accreditations. At the time of the inspection the school had an acting headteacher and deputy headteacher because the previous headteacher had moved to another local authority at the end of term.

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

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

Holland Junior is a good school. The acting headteacher and her senior management team lead the school well. Morale among staff and pupils is high. Pupils enter the school with broadly average basic skills, make good progress and leave at the end of Year 6 with attainment that is above average. Since the last inspection attainment in writing for all levels of ability has improved significantly, and in July 2010 a particularly high proportion of pupils left Year 6 with higher level English skills. Displays around the school and in classrooms highlight the quality of pupils' basic skills in literacy and numeracy. A parent of three children wrote, 'As a strong headteacher has just left I have been very impressed with the continued high standards and seamless takeover of the running of the school.'

The curriculum leadership team is a strength of the school as it strives to make pupils' learning 'real, relevant and exciting'. The school recognises that subject leaders are not yet fully involved in spreading good learning practice across the school. Teaching is good. A few lessons observed were outstanding, and as one pupil commented, 'There are many learning super-heroes at this school.' However, while pupils' basic skills are developed well, there is some inconsistency between teachers in the way pupils are encouraged to become independent learners.

Pupils' personal development and their behaviour are good. Pupils feel safe and thoroughly enjoy their time at the school, as is shown in their good attendance. Spiritual, moral, social and cultural development is promoted well by school assemblies. The rehearsal for the Harvest Festival confirmed that these occasions raise pupils' self-esteem, enhance the partnership between pupils and teachers and support staff and enable them to have the confidence to speak to their peers from the stage. Direct experience such as residential visits to York (Year 5) and a camping week in Kent (Year 6) enable pupils to identify clearly the diversity of cultures and lifestyles within the United Kingdom and make a good contribution to community cohesion. All staff work very effectively together to provide outstanding equal opportunities for all, and good progress is being made by all groups of learners. Pupils are equipped with the good social and academic skills necessary for them to meet the challenges of later life in secondary school. Safeguarding procedures and their impact are good, and the good care, support and guidance for each individual pupil are key elements in supporting good achievement patterns.

Parents and carers fully support the direction in which the school is moving. Self-evaluation is very thorough. The governing body plays a full part in the life of the school, and provides good challenge and support to senior managers and staff. All the above factors, combined with a track record of success, show that the school has a good capacity for sustained further improvement.

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

By September 2011, improve the quality and consistency of teaching and learning by ensuring that:

- pupils are consistently encouraged to build on their good basic skills in literacy and numeracy and by developing their independent research skills
- middle managers are fully involved in spreading good practice effectively across the school.

## Outcomes for individuals and groups of pupils

**2**

Attainment seen in lessons and pupils' books reflects good achievement, especially in mathematics and writing. Pupils who have special educational needs and/or disabilities make good progress because of good practice in lessons in setting tasks that match their individual learning needs. Teachers and learning support staff effectively encourage and support pupils. The tasks set build on previous learning well and generate good pace, leading to good progress. A good range of learning styles is used, including good access to information and communication technology, one-to-one tuition, the use of wipe boards, paired discussion, group tasks, selecting a method from a range of choices and follow-up work directed at individual pupils. A learning mentor is an additional resource for learning with individual pupils. Where lessons are not so strong, pupils are relatively passive and are not encouraged enough to use their initiative and learn for themselves.

Pupils speak very highly of the support they receive from teachers and adults, and are polite and well mannered in welcoming visitors to the school. They state that teachers deal very quickly with bullying or name-calling. The school council contributes in many ways to the life of the school. Pupils also make a substantial contribution to the life of the local and wider communities. For example, a very productive award-winning garden is one of the highlights of the school environment and a considerable feature supporting pupils' knowledge of food in the curriculum. Pupils raise funds for a variety of children's charities. Parents and carers confirm that their children know about the importance of healthy lifestyles. A higher than average proportion of pupils take a healthy school lunch. The extensive campus around the school includes a cycle track, basketball nets and a full range of exercise facilities. These are very well used by boys and girls before school, at morning and lunch breaks and after school.

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*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

A particular strength in teaching, given the wide range of abilities and needs in each class, is the teachers' classroom management. Assessment data are used well in many lessons to engage pupils in their learning. In an outstanding English lesson, pupils of all abilities spoke confidently about their work and how they could improve it. Each pupil could explain their target in terms of National Curriculum levels. For example, one pupil commented that in order to achieve a Level 4a you need to link action, description and dialogue to interest the reader. In most classes, assessment strategies for learning are based on active learning skills. Pupils understand the importance of self-assessment. Teachers highlight success criteria at the end of each lesson, and pupils use these criteria in assessing their own work. Not all teaching is of this calibre. A current priority for senior and middle managers is to implement a programme of reinforcing good learning practice and independent learning in all classes.

The curriculum has been developed effectively by a talented curriculum leadership team through an analytical review with staff, and has benefited from a partnership project with other schools. There is a strong emphasis on developing links across the curriculum which are enriched by visits outside the school. The 'Every Child Matters' personal development programme is central to this theme. For example, during the inspection senior pupils spent a day with the emergency services in Redhill. These visits are successful because pupils

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can apply their writing and number skills in following up on their discussions back at school.

Vulnerable pupils experience success because of carefully matched individual learning programmes and good partnerships with external agencies. The acting headteacher is a very experienced and highly qualified special educational needs coordinator who has a long record of success with a wide range of children with special educational needs and/or disabilities. A high proportion of pupils take advantage of a very wide range of 22 extra-curricular clubs and all enjoy numerous visits and visitors that make learning meaningful. Teachers and support staff provide good care, guidance and support and work regularly alongside parents to improve their children's attendance and emotional health. Pupils happily turn to a member of staff when they have a problem. Reception staff greet parents and carers with sensitivity and understanding and are a very important link between them and the teaching and support staff.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The acting headteacher and deputy headteacher have maintained the positive approach to learning developed by the previous headteacher. The impact of their leadership can be seen in the good progress made by pupils and the creation of a school ethos that is friendly, welcoming and mutually supportive. The school is poised to involve middle leaders more effectively in driving up standards.

The governing body is effective in ensuring that all statutory duties are reviewed regularly and meet requirements. Policies and procedures, including those relating to safeguarding, are updated regularly to ensure that they reflect the best practice and are followed consistently by all staff. Leaders work very successfully to promote equal opportunities and to make sure that they tackle any form of discrimination. This leads to harmony across all ethnic groups and has improved the performance of pupils who need additional support. Each pupil has a copy of a summary of the United Nations Education Fund (UNICEF) policy on the 'rights and responsibilities of the child' adapted for Holland School. Inspectors observed that this supports good practice. For example, in a meeting with a group of pupils this card was produced by a number of them when asked about bullying or unfairness.

Professional support and staff training days are used regularly and effectively to raise awareness of child protection, teaching and curriculum issues. Relationships throughout the school are good and productive. The school has a good partnership with parents and carers, as confirmed in regular surveys. The promotion and impact of community cohesion

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have some outstanding features in terms of the local community, such as in supporting local charities. The school has the International Award, but its impact on pupils is at an early stage because while pupils understand that communities and cultures in other parts of the world can be different, there is little direct contact with them. Their understanding of diversity of lifestyles within the United Kingdom is well developed through visits to York, London and elsewhere.

*These are the grades for leadership and management*

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

## Views of parents and carers

In their responses to the questionnaire, parents and carers were positive about the school and its impact on their children's well-being. A small minority of parents and carers were understandably concerned that the departure of the previous headteacher would have a negative impact on pupils' progress, but the inspection team judged that the current leadership team is continuing to build on the school's previous successes.



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

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

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

The inspection team received 83 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	61	27	33	1	1	1	1
The school keeps my child safe	59	71	22	27	0	0	0	0
My school informs me about my child's progress	48	58	28	34	3	4	0	0
My child is making enough progress at this school	44	53	30	36	3	4	2	2
The teaching is good at this school	52	63	26	31	3	4	0	0
The school helps me to support my child's learning	42	51	63	43	3	4	1	1
The school helps my child to have a healthy lifestyle	40	48	39	47	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	52	31	37	3	4	1	1
The school meets my child's particular needs	43	52	31	37	2	2	1	1
The school deals effectively with unacceptable behaviour	35	41	41	49	4	5	2	2
The school takes account of my suggestions and concerns	34	41	41	49	4	5	2	2
The school is led and managed effectively	33	40	41	49	2	2	2	2
Overall, I am happy with my child's experience at this school	49	59	28	34	4	5	1	1

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

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

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



8 October 2010

Dear Pupils

**Inspection of Holland Junior School, Oxted, RH8 9BQ**

We are writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judge Holland Junior to be a good school. We were impressed with so much of what we saw and heard over the two days.

These are the main findings of our inspection.

- You make good progress in your work and most of you reach standards that are at or above the levels expected nationally for your age.
- Teaching and learning are good ? you are eager learners.
- You told us personally and through your questionnaire responses that you enjoy school and feel safe. Relationships with teachers and adults in the school are good.
- We were impressed by the learning environment, including the school garden, and your work on display around the school and in classrooms.
- The UNICEF card has been a great success and is an excellent feature of the school. It puts into practice UNICEF's 'rights and responsibilities' of children. We saw many examples during the inspection of pupils helping one another both in the classroom and in play.

Over the past two years you have made good progress in developing your writing and number skills. To build on this, we have asked the school to focus on two priorities.

- Now that most of you have more confidence in your basic skills, we would like teachers to give you more opportunities to learn for yourselves.
- We would also like teachers to work more closely together to spread the best practice in learning throughout the school.

We hope you will continue to work with your teachers and all adults to maintain your enthusiastic approach to learning.

Yours sincerely

Brian Evans

Lead inspector

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