

# Holly Spring Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	109807
<b>Local Authority</b>	Bracknell Forest
<b>Inspection number</b>	356630
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	John Earish

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Mullier
<b>Headteacher</b>	Julia Paradine
<b>Date of previous school inspection</b>	15 May 2008
<b>School address</b>	Lily Hill Road Bullbrook, Bracknell Bracknell RG12 2SW
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons with 10 teachers being seen. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 32 questionnaires from parents and carers.

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

- The progress made by all groups of pupils in Years 1 and 2 to see if it is sufficient and consistent across all classes.
- The use of assessment and support systems to drive improvement.
- The effectiveness of leaders and managers at all levels in securing and sustaining improvements, particularly in relation to pupils' achievement and progress.
- The overall effectiveness of the Early Years Foundation Stage to establish if it is as good as the school indicates.

## Information about the school

This is an average sized school. Most pupils are of White British heritage with a small number from different minority ethnic groups. The proportion of pupils who have special educational needs and/or disabilities is similar to that found nationally. These pupils' needs cover a wide range, including behavioural, emotional and social problems, autistic spectrum disorder and physical disabilities. The school has achieved a number of awards including Healthy School Status and the Active Mark for sport. It shares the site with a privately run nursery, a junior school and a privately run after-school and holiday club.

A building project was started in May of this year to refurbish the existing building stock and add additional classrooms. This will mean the school will expand from two to three forms of entry.

**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

This is a good school where pupils achieve well. ♦ Parents and carers who responded to the questionnaire overwhelmingly agree. One parent wrote, 'The teachers put a lot of thought into enabling each child to fulfil their potential. They work with a very diverse intake, making this a real challenge, but I think they do it really well.' Another parent added, 'The school always has a very friendly and welcoming atmosphere.'

By the time they leave the school, pupils achieve standards that are broadly average in reading, writing and mathematics. A detailed analysis of the performance data for different groups of pupils and a scrutiny of their work show they make good progress from their starting points at the school and achieve well. The good start that children make in the Early Years Foundation Stage is now being built on well in the rest of the school. Pupils who have special educational needs and/or disabilities are making good progress against their targets. This is because of the good teaching and support they receive.

Achievement is good because both teaching and learning are of good quality. Teachers and teaching assistants make good use of assessment information to provide tasks that are well matched to the different ability groups within the classes. This is the result of improvements made to the systems for tracking, assessing and analysing pupils' performance since the last inspection. As a consequence, teachers have a clear overview of each individual's performance and can quickly identify any underachievement and do something about it. However, on some occasions, teachers miss opportunities for pupils, especially the higher attainers, to explore their own ideas or they do not give them enough time to do so. This means that pupils are not always given the chance to develop independence in their learning or use their initiative as well as they could.

Pupils are well cared for and say they feel safe and secure. Consequently, they enjoy coming to school, attend very regularly and behave well. The school's strong emphasis on promoting healthy lifestyles, recognised in its national awards, ensures that pupils have a good understanding of how to stay fit and healthy. Pupils make a good contribution to their community, participating in local events, involving themselves in charity fund-raising, and decision-making through the school council. This is further evidence of their enjoyment of school and commitment to learning.

Teachers are successfully increasing the opportunities for creativity and enjoyment within the curriculum by making links between subjects so that learning is purposeful and captures pupils' interest and enthusiasm. The good range of extra-curricular activities and visits supports other aspects of pupils' personal development well. The pupils really enjoy these activities and appreciate them. However, there are still missed opportunities within planning to exploit fully the opportunities for independent learning.

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The school is increasingly active as a hub in the local community, promoting cohesiveness in the local area, 'opening its doors' to help families, and providing signposts to other support networks. Pupils show good concern for the needs of others by raising funds for charity, but have limited knowledge or experience of multicultural diversity beyond their local community. Their knowledge and understanding of similarities and differences globally is developing well through links with a school in Uganda.

Leadership and management are good. The headteacher, very ably supported by the deputy headteacher and senior managers, has high expectations of what is achievable and shows a strong determination to drive improvement so that all pupils reach their potential. The school has accurately identified the most important areas for improvement while being cautious in evaluating its own performance. Appropriate and effective actions are being taken to tackle the issues for improvement with the full knowledge and support of the governors. The school's good track record at including all learners, dismantling their barriers to learning and raising their self-esteem means there is a good capacity for further improvement.

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

- Ensure that teachers capitalise on opportunities during lessons for pupils, especially the higher attainers, to work independently to explore their own ideas and use their initiative in order to sustain their progress.
- Strengthen the school's contribution to community cohesion by giving pupils more opportunities to learn about life and cultures in other parts of the United Kingdom.

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

**2**

Children start in the Early Years Foundation Stage with skills and abilities that are generally lower than those expected for the age group and much lower in some aspects of communication, language and literacy, numeracy and personal and social development. They make good progress and achieve well, and attain broadly average standards in reading, writing and mathematics by the end of Year 2. The recent dip in performance in reading and writing has been effectively tackled and all groups are making good progress across the school. Pupils with special educational needs and/or disabilities make good gains in their literacy and numeracy skills when compared with similar groups of children nationally. Currently, the school has a small number of pupils from minority ethnic groups and they too make good progress and achieve well.

Pupils' good behaviour and their enjoyment for learning contribute significantly to their good progress and achievement. In a Year 1 physical education lesson, for example, groups of pupils were working cooperatively on a range of tasks that included balancing and working with hoops. The teacher gave them the task to evaluate each other's performance and identify ways to improve their work. The pupils rose to the challenge and enthusiastically set about the task. As a consequence, they were able to improve their own performances significantly. On another occasion, Year 2 pupils were writing a list poem about 'ten things found in a wizard's pocket'. They listened to each other carefully and showed considerable interest as they helped and supported each other to compile their own lists. Pupils were fully involved and wanted to complete the task as well as they could.

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Pupils understand how to lead healthy lifestyles and this is reflected in the school's Active Mark and Healthy School accreditation. A very small minority of parents and carers had concerns about behaviour. However, inspectors observed good behaviour in classrooms and on the playground. Those very few who have difficulty always behaving well are very well supported. Pupils are adamant that adults deal with any unacceptable behaviour quickly and effectively. The active school council has made several changes, including planning improvements to the school playground once the building work has been completed. Pupils' spiritual, moral, social and cultural development is good. They listen, respect and value each other's ideas as well as helping and supporting each other.

*These are the grades for pupils' outcomes*

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

In the most successful lessons, teachers are skilful at identifying precise learning objectives, varying the activities and using questions well to challenge and clarify the pupils' understanding of their work. For example, in a Year 1 numeracy lesson, where groups of pupils were finding ways of making two digit numbers, one boy devised his own method for making the number he needed. He said, 'I really enjoy this sort of mathematics because you have to think about what you are doing. It's sort of challenging as well as making me think hard.' The teacher used every opportunity to extend pupils' learning and moved from group to group helping, clarifying and moving learning on at a brisk rate. Pupils say they really enjoy learning this way rather than having to sit and listen

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all the time. However, there are missed opportunities in some lessons for pupils to work independently and explore their own ideas, so their progress is not as rapid as it could be.

Target-setting is guiding pupils' academic development well and is helping pupils gain a clearer understanding of what they must do to improve. Teachers are good at explaining to pupils how they can improve their work but this is not always recorded in their exercise books which means pupils cannot refer to them before starting the next piece of work.

Pupils enjoy a well-balanced curriculum which rightly focuses on literacy and numeracy, but still covers the full range of subjects. As a result, activities are relevant and exciting because teachers are linking the different areas of learning. There is a good range of additional activities particularly in sport and music. Increased opportunities for writing across the subjects are reaping rewards across the school. However, the curriculum does not identify sufficient opportunities for pupils to work independently to ensure they are always fully challenged.

The school takes good care of pupils. There are good partnerships with outside agencies to get additional support when it is needed and skilled teaching assistants also make a good contribution to the learning of pupils who need extra help and support. Staff have developed a withdrawal room to support those very few pupils with particularly challenging behaviour.

*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?**

Senior managers are good at embedding ambition and driving improvement, which has resulted in a shared vision for improvement across the school. They have ensured that the school has moved forward since the last inspection, despite many changes in staffing. Recent staff appointments have increased the range of expertise within the school and ensured that teamwork continues to be strong. Teaching and learning are regularly monitored and careful self-evaluation has led to the accurate identification of key areas for improvement despite the school's caution in evaluating its own performance.

Governors ensure that safeguarding procedures are of good quality and that all statutory requirements, including child protection and risk assessment, are regularly reviewed and approved. Their work shows they are fully involved in setting the school's priorities. Governors are seeking new ways of monitoring the achievement of different groups of learners so they can hold the school to account fully for its performance.

The contribution the school makes to community cohesion is satisfactory. While links with contrasting communities within the United Kingdom are at an earlier stage of

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development, pupils' knowledge and understanding of the global community is developing well.

The school is active and effective in tackling discrimination and promotes equality of opportunity well. Adults pay good attention to how groups and individuals are performing and this extends beyond the academic to their physical, psychological, emotional and social development. This reflects the school's good promotion of equality of opportunity in its broadest sense. However, there is still more to do to ensure that pupils, especially higher attainers, have sufficient opportunities to work independently and explore their own ideas.

*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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Consistently good teaching means that children achieve well from their overall below expected starting points in the Early Years Foundation Stage. An exciting and creative curriculum gives time for children to explore, practise and develop skills and consolidate their knowledge and understanding of the world around them. There is a good balance of child-initiated and adult-led activities providing scope for independent learning while giving assurance and guidance to those children who need it. Children are treated as individuals, are valued and enjoy their learning. Staff are good at talking with them on a one-to-one basis or in small groups and use questions skilfully to identify misunderstandings and extend vocabulary. Adults take good account of children's different starting points to ensure there are good levels of challenge in lessons. This means there is a good pace to learning, with children willingly supporting each other and sensibly choosing their activities.

Provision is well led and managed. Staff have a clear, shared understanding of the strengths and areas for development and are continually striving to improve the



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experiences and outcomes for children. They monitor children's progress closely and are making increasingly sharp use of assessment information to look for trends in attainment over time so that any comparative areas of weakness can be tackled quickly. For example, they have identified the need for strengthening the links with the teachers in Year 1 so that children can continue to use seamlessly their ability at working independently when they move on. They are also planning to extend the opportunities for children to practise regularly their early writing skills. There are good links with parents and carers and with other agencies that provide additional support to meet the individual needs of the pupils well.

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

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

**Views of parents and carers**

The number of responses to the questionnaire was low and represents the views of about one in ten parents. All of the parents and carers who responded to the questionnaire believe their children enjoy school and are kept well informed of their progress. A very small minority had concerns about the behaviour of a very few children. Inspectors interviewed a random selection of 24 pupils drawn from all classes. They found that behaviour was good and that pupils felt safe. Pupils said that those who find it very difficult to always behave well are really helped by the teachers. There were a number of written comments in praise of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Holly Spring Infant and Nursery 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	59	13	41	0	0	0	0
The school keeps my child safe	18	56	11	34	3	9	0	0
My school informs me about my child's progress	13	41	18	56	0	0	0	0
My child is making enough progress at this school	17	53	14	44	1	3	0	0
The teaching is good at this school	19	59	10	31	1	3	0	0
The school helps me to support my child's learning	16	50	14	44	1	3	0	0
The school helps my child to have a healthy lifestyle	14	44	17	53	0	0	1	3
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)	11	34	19	59	0	0	1	3
The school meets my child's particular needs	16	50	14	44	1	3	0	0
The school deals effectively with unacceptable behaviour	11	34	17	53	2	6	1	3
The school takes account of my suggestions and concerns	12	38	15	47	1	3	0	0
The school is led and managed effectively	16	50	13	41	1	3	0	0
Overall, I am happy with my child's experience at this school	18	56	12	38	1	3	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	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.**



6 November 2010

Dear Pupils

**Inspection of Holly Spring Nursery and Infant School, Bracknell RG12 2SW**

On behalf of the inspection team, I would like to thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were pleased to hear that you like your school very much. Almost all your parents and carers are happy with the school too.

Yours is a good school, where the headteacher and teachers are working hard to make it even better. This means that there are lots of things that it does well, but also there are some things that could be even better.

We were particularly impressed that you enjoy your school and want to do well. You behave well and help and support each other in all that you do. This means that your teachers can get on with teaching you new things and are not distracted by any misbehaviour.

You also told us that you find your lessons interesting and usually challenging. To make it even better, however, we are asking your teachers to give you even more opportunities to use your own initiative during lessons and to work independently so that you can make even faster progress. The teachers are also going to give you more opportunities to learn about cultures other than your own.

Each of you can play your part in making this school even better by continuing to work with your teachers to set your own targets.

Yours sincerely

John Earish

Lead inspector

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