

# Garland Junior School

## Inspection report

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<b>Unique reference number</b>	109858
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	377997
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	George Logan

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>	Junior
<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>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Johnston
<b>Headteacher</b>	Sarah East
<b>Date of previous school inspection</b>	17 March 2008
<b>School address</b>	Clay Hill Road Burghfield Common Reading RG7 3HG
<b>Telephone number</b>	0118 9832776
<b>Fax number</b>	0118 9835778
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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	10–11 May 2012
<b>Inspection number</b>	377997



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## Introduction

Inspection team

George Logan

Additional inspector

Akwil Gill

Additional inspector

This inspection was carried out with two days' notice. The inspectors spent seven hours and 25 minutes observing teaching and learning in 15 lessons taught by nine different members of staff. They held meetings with the Chair of the Governing Body and another governor, and with staff and two groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, listened to pupils reading and looked at the school's documentation, which included records of teaching, the main improvement plan, records relating to safeguarding and extracts from the school's tracking of pupils' progress. A scrutiny of pupils' written work was also undertaken. The inspectors analysed 99 questionnaires returned by parents and carers, together with 24 questionnaires from staff and 105 from pupils.

## Information about the school

Garland Junior School is average in size. Most pupils are of White British heritage. A small number of pupils come from the Gypsy/Roma community. A few others come from a nearby combined forces residential base. Only a few pupils are at an early stage of learning to speak English as an additional language. The proportion of disabled pupils and those with special educational needs (including those at school action plus and with statements of special educational needs) is broadly average. The proportion of pupils known to be eligible for free school meals is slightly below average. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress. The school has gained a number of awards in recent years, including the National Healthy School award and the Basic Skills Quality Mark. The school provides a breakfast club and after-school care facilities in conjunction with its partner infant school. This provision is registered and inspected separately. There has been a high level of staff turnover since the previous inspection.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Despite staff changes, the school is working hard to increase the pace of learning. It provides well for disabled pupils and those with special educational needs. It is not good overall because some inconsistencies in achievement and teaching remain unresolved. Schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Inspection evidence supports the school’s view that a significant number of pupils now in Years 3 and 4 entered the school with an insecure knowledge of phonics (linking of letters and the sounds they make) and strategies for reading, and have underdeveloped writing skills. Typically, however, progress in Years 3 and 4 is satisfactory. It accelerates, if a little erratically, in Years 5 and 6. Currently, attainment is broadly average by the time pupils leave.
- Teaching is satisfactory, with some good teaching observed. However, while relationships are good, teachers do not always have sufficiently high expectations of pupils’ achievement. There is too little focus on the quality of pupils’ written work. Marking of writing is mostly thorough, giving pupils clear guidance for improving their work. This good practice is less evident elsewhere. Pupils can accurately evaluate the level at which they are working in writing and mathematics.
- Behaviour, safety and pupils’ personal development are good. Pupils have positive attitudes towards their learning. Provision for pupils’ welfare is good and pupils feel very safe. Incidents of poor behaviour are rare. Attendance is above average.
- Some aspects of the management of performance are good, with rigorous systems for evaluating pupils’ progress and outcomes. The headteacher’s self-evaluation is incisive and accurate. Middle leaders are enthusiastic but lack the experience to initiate and implement improvements. Management structures

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are in place but not had sufficient impact in improving teaching to be good. The curriculum does not yet provide sufficient support for pupils with weaker reading skills. Governors make a satisfactory, and improving, contribution to leadership and management.

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

- Enable pupils to make more consistently good progress through the school and attain above average attainment by the end of Year 6 by:
  - ensuring that the school's existing targets for increasing the proportion of teaching which is good or better are met
  - reviewing the deployment of teachers so that skilled and effective teachers are used to boost learning in those year groups where progress has been slower
  - ensuring that there is a shared expectation in all year groups of the quality of handwriting and presentation in pupils' written work
  - ensuring that current good practice in marking, mostly evident in writing, is extended across other subjects
  - ensuring that pupils who enter the school with an incomplete knowledge of phonics receive appropriate additional support and input, so that they become more skilled and confident readers.
  
- Build upon the enthusiasm of the middle leaders so that they develop their leadership skills and have a greater impact upon pupils' learning and progress.

## Main report

### Achievement of pupils

Pupils' achievement is satisfactory. Parents and carers feel that their children mostly make good progress. They are, in part, right. However, while pupils do make better progress in some subjects and years, particularly in Years 5 and 6, inconsistencies remain. In addition, school assessments, supported by evidence seen in school, suggest that pupils' skills on entry to Year 3 have declined, particularly in reading and writing, and are now somewhat below those expected. These shortfalls in learning are posing new challenges for the school. As an initial response, changes to the spelling and reading curriculum have been implemented recently.

Attainment by the end of Year 6 remains broadly average. There has been a focus on improving pupils' writing and the success of this initiative is evident in the often good quality writing in Years 5 and 6. While standards in reading are also broadly average by the end of Year 6, recent intakes of pupils do not demonstrate consistently secure levels of phonic awareness (the linking of sounds and letters). This is impeding efforts to extend pupils' skills and confidence in reading through the programme for

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guided reading.

Progress is most rapid in lessons where teaching really engages pupils. This was evident in a mathematics lesson in Year 4, where expectations were high and assessment was used well to provide challenging activities, and in a particularly effective writing session in Year 5, where the teacher used traditional illustrations of highwaymen to improve pupils' observational skills and to develop their ideas and vocabulary. Focused, briskly paced sessions such as these, where pupils are encouraged to articulate their ideas, and to challenge the teacher creatively, really help to accelerate learning. Progress is sometimes constrained because the detail of the concepts being presented has not always been thought through sufficiently. Overall, rigorous tracking and a greater focus on learning are having a positive impact. However, the quality of pupils' written work, and their handwriting, is inconsistent. In general, expectations are higher towards the top of the school. Generally good provision to meet the needs of disabled pupils and those with special educational needs ensures that they make at least satisfactory progress. Gypsy/Roma pupils make inconsistent progress, with older pupils, well established in the school and with particularly good attendance records, tending to do best. The few pupils who speak English as an additional language make mostly good progress.

### **Quality of teaching**

The quality of teaching, although improving, is satisfactory. Parents, carers and pupils feel that teaching is generally good. Several good lessons were, indeed, observed. However, there have been significant staff changes and recruitment difficulties in recent years. Inspection evidence and the scrutiny of pupils' work indicate that the impact of teaching over time has been variable, leading to inconsistent pupils' progress. Efforts to raise the quality of teaching are beginning to enable pupils, including those who are disabled or have special educational needs, to make accelerated progress, although inconsistencies remain. The school recognises the need to ensure that able teachers are strategically deployed to meet current pupil needs.

Teachers promote pupils' spiritual, moral, social and cultural development well. They encourage cooperative working, for example in science activities, with some opportunities for independent learning. Where teaching is good, as in a Year 6 mathematics lesson where pupils were learning about the area and circumference of circles, the teacher had very high expectations, engaged pupils' enthusiasm well and drew effectively on her close knowledge of pupils' past learning to ensure that the tasks were pitched at the right level. In other lessons, work does not always provide enough challenge and pace to move learning on quickly. Teaching assistants are well prepared and generally have a positive impact upon pupils' learning. This is particularly so for those supporting pupils with statements of special educational needs.

Progress in implementing assessment strategies, including self-assessment by pupils and the use of individual targets, has been good. The marking of pupils' work in

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writing is often detailed, identifying the next steps they should take. However, this better practice is not always evident in other subjects. Pupils' written work and their handwriting are carefully produced in some year groups, but there are pockets where work is of poorer quality. Overall, the planned curriculum is supporting much better progress in pupils' core skills, but the school is considering how teaching can best address emerging concerns about pupils' understanding of phonics (letters and sounds).

### **Behaviour and safety of pupils**

Pupils' behaviour and safety are good. Most parents, carers and pupils also feel that this is the case. Close relationships between adults and pupils, and good extra-curricular opportunities, engage pupils well and underpin the positive community spirit. Pupils mostly enjoy school and older pupils in particular are well-motivated learners. Behaviour in lessons and around the school is good. Pupils, and most parents and carers, have few concerns about behaviour. Where issues might occur, they are managed effectively. There are few recorded incidents and only isolated pockets of occasionally inappropriate behaviour, with school records confirming that pupils' behaviour over time is mostly good. Well-managed initiatives, such as 'The Playground Squad', contribute to defusing potential incidents in the playground. Incidents of racist behaviour are rare. There have been few exclusions.

Almost all pupils say that they feel safe, and most parents and carers feel that their children are safe in school. There are no current reports of bullying of any type. However, concerns around an episode of apparently inappropriate behaviour were raised in the recent past. On the evidence available, relevant procedures to assess and manage these matters appear to have been followed. Pupils are well aware that bullying may take different forms. Pupils have a good understanding of risk, supported by the school's input on road safety and personal safety. Pupils understand the need to stay safe when using the internet. Attendance is above average. Pupils arrive at school punctually.

### **Leadership and management**

Leadership and management are satisfactory. Support for the personal development of pupils and for their well-being is a strength. Efforts to accelerate pupils' progress, recognised as a priority, have been constrained by staff changes and a changing entry profile which is presenting new challenges. While improvement has been achieved, there is more to do and school leaders accept that the task of securing consistency in all aspects of the school's work is incomplete. The issues from the previous inspection have been successfully tackled.

The headteacher is very clear as to the school's performance and areas for development. School self-evaluation is accurate. She is ably supported by staff who work cooperatively and readily take on additional responsibilities. However, several middle leaders are relatively new and, despite the shared vision as to the school's priorities and their sound evaluation of where the strengths are, they do not yet have

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sufficient skills to be confident and proactive in intervening to the extent necessary to have a significant impact on pupils' learning. Satisfactory monitoring of teaching and learning is ensuring that the proportion of good or better teaching is increasing. However, improvements are not rapid enough and the school is missing its own targets for the quality of teaching observed. Action plans have now been implemented to support underperforming classes or cohorts so that they boost their performance and catch up. Many aspects of the management of performance are good. An effective programme of staff development ensures that all staff are well prepared to meet the range of pupils' needs, although they vary in their effectiveness to implement the training. There are good training opportunities for teaching assistants and, consequently, they are effective practitioners. Improvements have been made to the curriculum and these engage pupils well. Overall, the school has the capacity for further improvement.

Parents and carers feel that school leaders and staff effectively promote pupils' personal development and well-being, and inspection findings confirm this. School leaders and governors ensure that safeguarding arrangements meet all current requirements and are effective. Security arrangements are good. The school actively tackles discrimination and is committed to promoting equality. Arrangements for the support of disabled pupils and those with special educational needs are monitored effectively. Support for Gypsy/Roma pupils is particularly good, ensuring very positive relationships with this community group.

The school, through its commitment to the individual, effectively promotes pupils' spiritual, moral and social development. There is some support for cultural development through links with a school in South Africa, although, otherwise, pupils' awareness of cultural diversity is more limited. The curriculum is satisfactory and is broad and balanced. Literacy and numeracy are satisfactorily promoted across the curriculum. It has been enriched, offering activities which have the potential to enhance pupils' basic skills and engage their interest.

The governing body is effective in supporting the day-to-day management of school affairs, deploying good specialist skills. It has a realistic view of the school's changing context and effectively supports its work. Governors have a growing understanding of the school's academic performance and increasingly provide good levels of challenge. They contribute actively to the school development plan.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

14 May 2012

Dear Pupils



### **Inspection of Garland Junior School, Burghfield Common RG7 3HG**

Thank you for making us welcome when we visited your school. We enjoyed meeting you, spending time in lessons and hearing your views. Thank you to those who completed our questionnaire. We found that Garland is a satisfactory school.

- Overall, you make satisfactory progress. Attainment by the end of Year 6 is broadly average. Some of you, particularly in Years 3 and 4, do not have a secure understanding of how to link sounds and letters when you are reading.
- The school provides well for pupils who are disabled or who have special educational needs and for those for whom English is a new language.
- Teaching is satisfactory overall. However, you learn well in many lessons. The quality of your written work and its presentation varies. Marking generally gives you clear guidance on how to improve your writing.
- You have positive views about school, have good attitudes to learning and behave well. Attendance is above average.
- Senior leaders work very hard and are clear about what remains to be done to make the school better.

To help you to do better, we have asked the school to:

- ensure that progress is more consistently good and that you reach higher standards, through increasing the amount of good teaching, using teachers where their skills are most needed, having higher expectations of the quality of your handwriting and written work, and ensuring that marking of all subjects shows you clearly how you can improve your work.
- take steps to help those of you who do not find it easy to recognise your sounds and letters, so that your reading skills improve
- develop the leadership skills of the key subject leaders so that they have a greater impact on your learning and progress.

All of you can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

George Logan  
Lead inspector

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