

Holland Junior School

Holland Road, Hurst Green, Surrey, RH8 9BQ

Inspection dates 20–21 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a good school because pupils achieve well in reading, writing and mathematics.
- Leadership and management are good. School leaders and governors regularly check on teaching to ensure it leads to good achievement for all pupils.
- Disabled pupils and those who have special educational needs make good progress. Staff are skilled at identifying their specific difficulties and providing good support to help them to achieve well.
- Teaching is typically good. Work in pupils' books shows a high level of challenge in writing and mathematics. Teachers' subject knowledge is good and they are skilled at asking questions that explore pupils' understanding.
- Pupils' behaviour is good. They enjoy school and this is reflected in their attendance, which is above national expectations.
- Pupils feel safe and secure in school. They say that helpful adults are always on hand to help sort out any minor disagreements that occasionally arise. Staff ensure that pupils are safe and well cared for in school.
- The curriculum is vibrant and stimulating and helps pupils to progress well in literacy and numeracy. It contributes well to pupils' spiritual, moral, social and cultural development.
- School leaders and governors have established high expectations for pupils' work and behaviour. They have addressed all the points for improvement from the previous inspection, demonstrating that they can improve further.
- Procedures to manage the performance of staff are thorough. In addition to formal observation of teaching, school leaders regularly 'drop in' to classes to find out how well pupils are doing.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to secure rapid progress for pupils. Some teachers do not use information on pupils' progress to ensure work is set at the right level.
- Some teaching assistants are unclear about their role in supporting pupils' learning.
- Not all subject leaders have the skills and expertise to pinpoint and address weaknesses in some aspects of teaching.
- Occasionally, when pupils do not fully understand what they have to do, they become fidgety and start to chat among themselves.

Information about this inspection

- Inspectors observed pupils working in 14 lessons or parts of lessons, all of which were jointly observed with senior leaders. They looked at work in pupils’ books and they listened to pupils in Years 3 and 6 read. They observed pupils as they moved around the school and in the playground. Inspectors attended one assembly.
- Meetings were held with school leaders, governors and pupils. A telephone discussion took place with a representative from the local authority.
- Among the documents examined were school development plans, records of pupils’ learning and progress, and minutes from governors’ meetings. Inspectors also looked at records of pupils’ behaviour and information showing how staff and pupils are kept safe at school.
- The views of parents were considered by analysing the 53 responses to the online survey Parent View and one letter received from a parent. The views of staff were taken into account through the 19 responses to the staff survey.

Inspection team

Joy Considine, Lead Inspector

Additional inspector

Lea Hannan

Additional inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school and pupils are taught in single-age classes.
- Most pupils are of White British heritage.
- The proportion of pupils eligible for pupil premium funding is broadly average. This is additional government to support pupils who are eligible for free school meals or who are looked after by the local authority. Most of these pupils also have significant learning needs.
- The proportion of disabled pupils and those with special educational needs is much higher than average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, a new headteacher has joined the school and there have been some significant changes to the teaching team.

What does the school need to do to improve further?

- Improve pupils' achievement by increasing the proportion of outstanding teaching and by ensuring that:
 - teachers consistently use information on pupils' progress to ensure work is set at the right level
 - all teaching assistants are fully trained to support pupils' learning
 - all pupils are provided with sufficient challenge so that they are fully engaged in learning and behave well.
- Provide all subject leaders with training so they improve their skills in supporting the work of other teachers.

Inspection judgements

The leadership and management are good

- The headteacher has established a climate of high expectations for both pupils and staff and consequently teaching is good and pupils behave well. He is supported effectively by a skilled deputy and together they lead the school well.
- School leaders work cooperatively with staff and governors to evaluate the work of the school and use the outcomes to create the school development plan. Consequently all staff and governors are working toward the same common purpose. Teamwork is good and staff morale is high.
- The school has good systems in place to record and track pupils' progress, attendance and behaviour. This helps staff to identify quickly those pupils at risk of underachieving and to target actions to prevent them from falling behind.
- Arrangements to check the work of teachers are thorough. In addition to formal observations of teaching, leaders regularly 'drop in' informally to gain a clear picture of where additional support may be needed. All staff have targets linked to pupils' progress and they know that only the best teaching is rewarded.
- All staff have access to well-considered training and development. This is usually linked to the school development plan or to meet their individual needs. Whole-school training has helped prepare staff to teach the new mathematics curriculum.
- Subject leaders are knowledgeable about standards in their subject and visit classrooms to see how well their subject is taught. However, some subject leaders are new to their roles and it is too early to judge the impact of their work. Consequently some weaknesses, for example making sure that work is at the right level for pupils, remain unchecked. Good leadership of special educational needs has helped pupils who have complex learning needs to achieve well.
- Additional government funding has been used effectively to provide for disadvantaged pupils in several ways. Some funding has been used to buy new resources for teaching mathematics and literacy. This has been particularly beneficial for less confident pupils. It has also been used to subsidise school trips and to help with the cost of school uniform. This has helped to ensure that all pupils have equality of opportunity and to eliminate discrimination.
- The curriculum is vibrant and stimulating and promotes pupils' spiritual, moral, social and cultural development effectively. During the inspection pupils released coloured balloons to commemorate 25 years of UNICEF Rights of the Child, as part of their work on rights and responsibilities. This inspired gasps of amazement as over 230 balloons floated together into the sky.
- Pupils have opportunities to learn to play a musical instrument, and sports and physical education are given high priority. The primary sports funding has been used to increase the range of activities available for pupils and to train staff in aspects of sports such as swimming. The curriculum provides plenty of opportunities for pupils to use literacy and numeracy skills when learning other subjects. It prepares pupils well for the next stage of their education and for life in modern Britain.
- The school places high priority on ensuring that pupils are safe. All visitors to school are carefully checked and the arrangements for ensuring that pupils are safe meet all statutory requirements.
- The local authority provides 'light-touch' support for this good school.

■ The governance of the school:

- Despite recent changes, governors know the school well and they hold leaders to account. They visit regularly and meet with school leaders, pupils and staff. They know that teaching is good and they ensure that only the best teaching is rewarded. They carefully check that systems to manage staff performance are in place and they carry out their responsibility for managing the headteacher's performance. Governors are well informed of the school's performance and how it compares with that of schools nationally. They use published performance information and challenge school leaders over emerging weaknesses. Governors have benefited from training that has sharpened their skills and increased their overall effectiveness. They provide a good balance of support and challenge. They organise and manage their workload well to ensure they meet all statutory responsibilities.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Staff use consistent systems to manage pupils' behaviour and so pupils understand what is expected of them. Pupils are attentive in class and they show respect towards teachers and to each other. They get on very well together regardless of background and there are very few reported incidents of poor behaviour. There have been no recent exclusions.
- Pupils enjoy learning and take pride in their achievements. They have positive attitudes to learning and this has increased their rates of progress. They move safely around school, taking due care when walking along corridors and going up and down stairs.
- Pupils are polite and considerate. They are friendly and well mannered and will go out of their way to help each other. They look after each other and behave well in the playground and during lunchtime. The school grounds are very well maintained, with plenty of activities that keep pupils fit and healthy.
- Pupils are happy and they enjoy school and this is reflected in their attendance, which is above national expectations. They concentrate well in class and show high levels of engagement during activities. Occasionally, when teaching is not so effective, there are times when pupils start to fidget and chat among themselves when they are not quite sure what they are expected to do. This is why behaviour is not outstanding.
- Pupils know about different forms of bullying, particularly that related to computers and the internet. They regularly take part in 'anti-bullying weeks'. The school takes the use of derogatory language seriously and has helped to develop pupils' understanding of the impact this type of language can have.
- Parents, staff and governors agreed that their children are happy and safe at school and behave well.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school because adults are always on hand to help. They are well supervised at all times and the school grounds are safe and secure.
- Pupils are taught about keeping safe in different situations such as when using roads and railways and when cycling. The school teaches them about e-safety and pupils who spoke to inspectors showed how well they understood the need to keep safe outside school. They knew that tobacco and some non-medicinal drugs could be dangerous.
- All visitors to school are carefully checked and the school responds rapidly to any concerns raised by pupils or staff regarding their safety and well-being. The school site is clean, tidy and well maintained.

The quality of teaching is good

- Most teaching is good, with an increasing proportion that is outstanding. This is because teachers have high expectations of what pupils should achieve. As a result, pupils, including the most able, achieve well in reading, writing and mathematics.
- Teachers mostly provide work at different levels to meet the needs of their pupils. Disabled pupils and those who have special educational needs are provided with good support and so they make good progress. This is as a result of being given work that is targeted precisely to their particular difficulties.
- In most classes teaching assistants make a valuable contribution to learning by helping individual pupils or working with small groups. However, there are some who are unclear about their roles and act in a supervisory capacity instead of supporting learning.
- Teachers know their subject well and they are skilled at asking questions that probe pupils' understanding and really drive them to progress well. Pupils enjoy responding and are keen to contribute to class discussions. The quality of speaking and listening is good and contributes well to pupils' learning.
- School leaders responded immediately to the dip in achievement in mathematics in 2014. They introduced a new scheme for teaching mathematics and this has greatly increased pupils' enjoyment and understanding of the subject.
- Teachers make effective use of resources including computers and books to help pupils to learn. In a Year 6 literacy lesson, pupils used a short story to help them to identify metaphors in preparation for creating their own. Strong links between reading and writing help pupils to progress well in their own writing.
- The school has introduced a clear approach to marking pupils' work. Teachers give pupils clear guidance about what they have done well and what they need to do to improve their work further. In most classes,

pupils act on this guidance by correcting and improving their work and so they learn from their mistakes.

- Although teachers assess pupils' learning in lessons, they do not all consistently use information on their progress to plan work. Consequently work is not always pitched at the right level for some pupils and this slows their progress. This is why teaching is not yet outstanding.
- Parents who spoke informally to inspectors had nothing but praise for teachers and reported that their children make good progress and enjoy learning.

The achievement of pupils

is good

- Pupils' achievement in reading, writing and mathematics is good. Work in their books and information regarding their attainment and progress kept by the school show that they make good progress. By the end of Year 6, their standards are broadly average in writing and mathematics, and they are above average in reading. Just occasionally, work is not pitched at the right level and not all pupils achieve as well as they should. This is why pupils' achievement is not yet outstanding.
- Pupils join Year 3 with reading skills that are below average. They have an insecure grasp of letters and sounds (phonics) and so struggle to read unfamiliar words. By the end of Year 6, they have developed a range of skills that help them to read fluently and confidently.
- Pupils make good and sometimes better progress in writing. When they join the school in Year 3, they struggle to write at length because they have weak spelling, punctuation and handwriting. They are provided with rich experiences that stimulate them to write and they quickly catch up. For example, in a Year 5 history lesson they acted as 'detectives' to find information about how British people lived in Anglo-Saxon times. This inspired them to work hard and write plenty of information about life in those times.
- New resources for teaching mathematics have already brought about benefits to pupils' attitudes and achievement in mathematics. They enjoy using equipment, which helps to build their understanding and to progress well. In Year 6, pupils confidently manipulate numbers, finding fractions of given amounts, including weights and measures.
- Disabled pupils and those who have special educational needs make good progress from their starting points. They reach higher standards in reading, writing and mathematics in comparison with these pupils nationally. This is because school leaders use information to carefully track their progress and put into place actions to help them to overcome their difficulties.
- Published data indicates that disadvantaged pupils were about two years behind other pupils in reading, writing and mathematics compared to pupils nationally at the end of Year 6 in 2014. However, one third of these pupils were not entered for national tests as they were deemed to be working below the level of the tests. The majority of disadvantaged pupils have complex learning needs and are supported in school at school action plus or with statements of special educational needs.
- The school's own information on pupils' progress and the work in their books show that disadvantaged pupils make good progress and are rapidly catching up with other pupils. This is because school leaders have used the additional funding to introduce structured programmes for teaching literacy and mathematics. Pupils have developed confidence and skills because previous gaps in their learning are closing quickly.
- The most able pupils make good progress because teachers understand their needs and provide challenging activities for them.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125069
Local authority	Surrey
Inspection number	444269

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Margaret Cox
Headteacher	Terence Sheen
Date of previous school inspection	6 October 2010
Telephone number	01883 715801
Fax number	01883 722110
Email address	info@holland.surrey.sch.uk

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