



# Great Hollands Primary School

## Inspection Report

**Unique Reference Number** 134304  
**LEA** Bracknell Forest LEA  
**Inspection number** 282542  
**Inspection dates** 22 February 2006 to 23 February 2006  
**Reporting inspector** Paul Armitage HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Wordsworth
<b>School category</b>	Community		Bracknell
<b>Age range of pupils</b>	3 to 11		RG12 8YR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01344 424911
<b>Number on roll</b>	320	<b>Fax number</b>	01344 306575
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Mary Temperton
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr Richard Ferris (Acting Deputy)

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 22 February 2006 - 23 February 2006	<b>Inspection number</b> 282542
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## **Description of the school**

The school serves an estate of mixed rented and privately owned housing situated in the second most deprived area of Bracknell Forest. The school opened in 2004 following the amalgamation of the infant and junior schools on the same site. Most of the pupils are white with other pupils coming from a range of ethnic backgrounds. Pupils' standards on entry vary but overall, they are well below average. Around half the pupils have special educational needs. The school has a special unit for children with social and communication disorders. The percentage of pupils who are entitled to free school meals is above average. There is a high turnover of pupils and staff.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Inspectors, staff and governors agree on the school's strengths and weaknesses. Great Hollands provides pupils with a satisfactory education. It is a school with many good features including its developing community role. Staff want pupils to do well. The vast majority of parents recognise this and are positive about the way the school responds to their children's needs. However, it is also a school that must do better. Nursery and reception pupils reach standards which are just below average. Key Stage 1 pupils attain average standards but in Key Stage 2, standards are below average. Pupils make good progress in the nursery, reception and Key Stage 1 and satisfactory progress in Key Stage 2. However, progress in Key Stage 2 has been unsatisfactory in the past resulting in poor test results last year in English, maths and science. Staff, governors and the local authority have been rigorous in analysing the weaknesses and have already introduced significant improvements to the quality of teaching and learning which are having a marked effect. Inspectors are satisfied that the changes are effective but in Year 6, despite pupils' current satisfactory progress, it is difficult to make up lost ground. Pupils with special needs make at least satisfactory progress though many do very much better. The support given to pupils in the school's special unit is excellent. Throughout the school, teaching assistants provide very useful support. Pupils' personal development is satisfactory. Pupils work well together and have a developing sense of right and wrong. However, too many of them lack confidence and their self-esteem is not high enough, making them reluctant learners. The school recognises this and has already introduced improvements. The behaviour of a few pupils is a problem but again, the school now has effective measures in place. Attendance is satisfactory and improving. The quality of leadership and management in the school is satisfactory overall and there are some good features. The illness of the headteacher has posed a serious problem. However, staff, governors and the local authority have provided suitable temporary arrangements and the school has been able to move forward since the low point of the poor test results in 2005. The success of the present leadership and management arrangements, the plans for the appointment of a new headteacher, the support given by staff and pupils to the new developments indicate that the school has the capacity to improve. The school now offers satisfactory value for money.

### What the school should do to improve further

\* Raise standards and achievement in English, mathematics and science, especially in Key Stage 2. \* Improve pupils' personal development so that all pupils become more confident and independent.

## Achievement and standards

### Grade: 3

Nursery and reception pupils attain standards which are just below average. Key Stage 1 pupils attain average standards but in Key Stage 2 standards are below average.

Many pupils have special educational needs which impacts significantly on attainment. The progress that pupils make in school varies. They make good progress in the nursery, reception and Key Stage 1. They make satisfactory progress in Key Stage 2. In Key Stage 2, the progress made by last year's Year 6 was unsatisfactory and test results were poor. The situation is better this year but many pupils in the current Year 6 do not have enough background knowledge and understanding on which to build easily. Since the poor results, the staff, governors and the local authority have worked hard to analyse the reasons for the unsatisfactory progress and have now introduced significant changes - in particular, improved teaching, more setting of pupils, a rigorous assessment system with clear targets for pupils and teachers, and more effective use of teaching assistants. These and other changes have already had a significant impact on pupils' progress in Key Stage 2 so that it is now satisfactory. Pupils with special needs make satisfactory progress though overall many do very much better. The school's recent adoption of a speaking and listening scheme has helped develop important skills as well as pupils' patience and willingness to work together. There is no significant difference in the standards attained and the progress made by pupils from different ethnic groups.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory. Most pupils enjoy coming to school and are keen to learn. They get on well together, treating each other and adults with respect. From time to time there is bullying but pupils know what to do about it and the school responds effectively. Pupils have clear views on what is right and wrong and respond well to the rewards system. They have a reasonable awareness of different cultures. They help run school in different ways, for example, through the school council they are involved in decision making. However, while some children are confident, independent and ambitious others lack these attributes which inhibits their learning. Behaviour in the nursery, reception and Key Stage 1 is good. Elsewhere, for the most part, it is good but a few older pupils misbehave. This has resulted in a significant number of exclusions although the school has a positive system to support excluded pupils. Sometimes in lessons, children do not settle well and concentrate fully on their work. Staff are addressing these issues and improvements are now having a positive effect. Attendance is satisfactory and improving as a result of recent efforts by the school. Pupils are aware of the benefits of healthy eating and taking exercise. They move about the school sensibly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. They are good in the nursery, reception and Years 1 and 2. This means that younger pupils get a good start to their education. In Key Stage 2 there have been considerable, recent improvements to teaching and

learning so that overall, they are satisfactory. Throughout the school, teachers now clearly identify what pupils are expected to learn. In the best lessons they use a variety of teaching strategies to interest pupils and encourage them to ask questions and find out answers themselves. The improved setting arrangements have helped teachers to focus their lessons more successfully. Teachers throughout the school mark and assess work regularly. They set targets which pupils understand and try hard to meet. Teachers now provide much clearer comments on how to improve. Pupils also assess their own work which helps them understand how to do better. Throughout the school, teaching assistants provide good support for pupils. The impact of these changes has been greatest in Key Stage 2. In the nursery, reception class and Key Stage 1, many of these features were already present. However, there is still scope to do more. More able pupils are not always challenged sufficiently and in some lessons, the immature behaviour of a few pupils affects progress. Teachers' knowledge of different subjects is generally good but there are areas that need developing. These vary between teachers. The school has rightly recognised all these points and has introduced changes which are already having an effect.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum. Children in the nursery and reception classes enjoy learning through a suitable range of experiences which also develop their confidence and independence. Elsewhere, the school is beginning to link different subjects so that the curriculum enables pupils to make better sense of their learning. However, this needs further development; for example, by using what is learned in all subjects to help develop pupils' literacy, numeracy, computer skills, and personal development. The curriculum is enriched in a variety of ways. A wide range of activities add to pupils' learning and enjoyment. Pupils benefit from successful specialist teaching in subjects such as physical education and music. Pupils talk enthusiastically about clubs and activity sessions which help develop their physical, artistic and other skills. Older pupils have the opportunity to participate in residential visits which allows them to develop independence and to learn new skills in unfamiliar setting. Other visits and visitors help bring the curriculum to life.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support offered to pupils is good. Procedures governing the safety and protection of pupils are effective and parents are confident that their children are well cared for. Regular risk assessments are carried out and actions taken to deal with any deficiencies. Child protection procedures are effective. The school has good procedures to deal with bullying. Pupils with learning difficulties are well supported and their parents are pleased with the help the school gives their children. The support enables pupils to be involved in school life and to make at least satisfactory progress in their learning. The intensive support given in the special unit for children with social and communication disorders is excellent. Relationships between

pupils and adults in the school are good and pupils are encouraged to talk to an adult about any concerns they may have. Pupils from different ethnic groups get on well together and different cultures are valued. The school has an important community role and has already introduced significant developments.

## **Leadership and management**

### **Grade: 3**

The school's leadership and management are satisfactory with some good features. The past twelve months have been difficult as a result of the challenges of amalgamation, the poor Key Stage 2 test results and the illness of the headteacher. The absence of the headteacher has meant that much of her work has been undertaken by the acting deputy head supported by a headteacher seconded to the school by the local authority. The authority has also appointed a team of ex-headteachers to handle day-to-day affairs. The arrangements have worked well; for instance, the successful analysis and response to the test results and improvements to pupils' progress in Key Stage 2. Particularly impressive is the way in which the deputy and seconded headteacher have worked together to assess accurately the school's strengths and weaknesses and develop a practical strategy to introduce improvements and to get staff on board. The local authority has provided excellent support and the school has been quick to take up the opportunities offered. The role of middle managers is satisfactory and developing. They have been central to the maintenance of good quality provision and the introduction of the recent improvements but their roles need more precise definition. The governors are active and robust. They now have in place effective self-evaluation procedures and are clearly focussed on raising standards. Overall, given the recent improvements and the success of the present management arrangements, the school has the capacity to move forward.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

You know that we have just been inspecting your school. We met many of you in classes and in other places. I would like to thank you for helping us by showing us your work and by telling us what you do. We think you have a nice school. It is bright and welcoming. Your teachers and all the other people in the school are friendly and they want you to do well. We think it is sad that Mrs Hurst is ill and we send her our very best wishes. We also think that Mr Ferris and all the other teachers have done really well in making sure that everything has continued smoothly without her.

We have visited every bit of your school. We think that if you are in the nursery, reception and Years 1 and 2, you are doing well. Your teachers understand what you can do and where you need extra help. In the past, other pupils have not done so well and so the Year 6 test results last year were not good enough. Your teachers were very upset about this and so they have worked hard to find out what was going wrong. They have now made some big changes. We know that you are all now doing much better. We really want you to work hard with your teachers to meet your targets and show what you can do.

We know that you like coming to school and that nearly all of you work hard. A few of you are sometimes a bit silly and do not concentrate enough. This upsets you and others in your class. We know that you do not like bullying and that you tell your teachers if you see any. We think you sometimes do not realise that you are good at things and we have asked your teachers to help you to be more confident. Your school provides lots of good things to do outside class and we know that many of you enjoy taking part. I hope you have found these comments helpful. I would like to say thank you again and wish you lots of success in the future.