

Holland Junior School

Inspection report

Unique Reference Number	125069
Local Authority	Surrey
Inspection number	315139
Inspection dates	17–18 October 2007
Reporting inspector	Wendy Simmons

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 on roll	
School	221
Appropriate authority	The governing body
Chair	Mr Gerry Simpson
Headteacher	Mr Andrew Jolley
Date of previous school inspection	8 October 2001
School address	Holland Road Hurst Green Oxted RH8 9BQ
Telephone number	01883 715801
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Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Holland is an average size school, which educates pupils from a very wide range of social and economic backgrounds. Almost all pupils are from White British heritages. The school has a high number of vulnerable pupils and a few pupils experience significant deprivation. A high proportion of pupils have learning difficulties. Since the last inspection, the school experienced disruption due to complex staffing difficulties, especially in 2005. The school has the Healthy Schools and Basic Skills awards and is currently working to gain the Active Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Holland Junior School is a satisfactory school, which is improving quickly and has several significant strengths. The school has recovered well from the staffing and leadership difficulties that it faced in 2005. Staff show a strong commitment to the pupils and staff morale and teamwork are outstanding. Inspectors agree with the headteacher when he said, 'Together, staff work collaboratively and creatively to create a good pace for further improvement.' Almost all parents have great respect for the headteacher and all of the staff.

Leadership is good and reflects the school's good capacity to improve. The headteacher is driving school improvement well and shows very good leadership skills. Governors fulfil their roles outstandingly well and they have dealt with the past staffing difficulties very rigorously. As a result, the school now has a well-coordinated group of managers and a stronger staffing team. The senior management team and middle managers contribute much to the work of the school. Since 2005, the partnership with parents and support agencies has increased considerably and contributes much to pupils' learning.

Standards are average and are improving well. They have improved significantly since 2001 overall. In particular, increased mathematical investigations and better teaching have led to good recent improvement in mathematics and information and communication technology (ICT). Teaching and learning are satisfactory and this has improved since 2005. As a result, achievement is now satisfactory. Within this, there is good achievement for pupils with learning difficulties because they are well supported and activities are suitably matched to their needs. However, higher attaining pupils are not always given challenging enough work in writing. Leaders are ambitious to ensure greater consistency in pupils' achievement. Significant staffing issues after the last inspection hampered the headteacher's efforts to raise achievement quickly because there were inadequacies in the curriculum and inconsistencies in teaching. For example, one class had nine temporary teachers in two years. The leadership team is now fully established, and the staffing team is permanent. They are working very hard and showing strong signs of improvement.

The senior management team and subject leaders make very effective use of assessment information to evaluate pupils' progress and they rigorously check the quality of teaching. In their drive to lift teaching and learning from satisfactory to good, they know that pupils' learning needs to be evaluated more precisely, especially for higher attaining pupils. They have started work to improve writing and this is well underway, although pupils are not provided with consistent enough guidance on how to edit and extend their writing. The school recognises that higher attaining pupils in particular need more help with this. The impact of all leaders' good work can be seen especially well in the improvement in mathematics, reading and recently in science. This is due to booster activities and more investigation work, which are helping many more pupils to reach high levels in their work.

Pupils are a real credit to the school. Since the last inspection, the care given to pupils and the curriculum have improved from satisfactory to good and relationships are now excellent. These features contribute greatly to pupils' personal development, which has improved from good to outstanding. Pupils are very happy at school and they thoroughly enjoy learning, attend regularly and show exemplary behaviour. One parent said, 'We are constantly impressed by the politeness and good manners shown by the children and in their general kindnesses.' Pupils know about how to be healthy and they make an outstanding contribution to the community,

which was evident when a parent commented, 'My daughter is emerging as a fully rounded, confident, happy, independent person, thanks to the very high emphasis they place on life skills and the excellent pastoral care.'

What the school should do to improve further

- Improve the consistency of the teaching and rigorously check the quality of pupils' learning so that it is consistently good across the school, especially for higher attaining pupils.
- Improve writing standards and help pupils, especially higher attaining pupils, to edit and extend their writing in a range of subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' skills on entry to the school are very wide-ranging but overall they are average. Results, on exit, reveal that standards are average and improving. This represents satisfactory achievement. The school has a high proportion of pupils with learning difficulties and this group does well. Vulnerable pupils achieve well because they are given the support and encouragement needed to thrive. In the last two years, class teachers and the leadership team have been working to ensure that girls and boys do equally well. The results for 2007 confirm that they have been especially successful in this in mathematics and science. The national tests in science in 2007 show that more pupils reached a very high level in their work. The school is keen to maintain this trend in the future. Leaders know that the quality of teaching and learning in science needs to be more consistent. Reading is very well promoted and pupils achieve well in this aspect of English, but in writing, higher attaining pupils should be doing better. Evidence from past performance and the school's test results show that the high staff turnover in previous years contributed to the inconsistency in the achievement of higher ability pupils.

Personal development and well-being

Grade: 1

Pupils are members of a very happy community; they grow in confidence and keenly take responsibility. They love the excellent range of activities. Parents have noticed this and as one noted, 'There is a strong sense of learning through enjoyment. The children's voices are really valued and the School Council seems to be genuinely involved in decision making.' Pupils work and play well together exceptionally well. High quality relationships help pupils to take turns, delegate and negotiate. As evident when they wrote and acted out play scripts using a parody of 'Goldilocks'. One pupil spontaneously said, 'Wow, you can learn and have fun at the same time.'

Pupils' moral and social development is outstanding and helps them to show respect for others. Their spiritual development is good and reflects pupils' good self-esteem. Specialist provision in music and dance contributes much to pupils' cultural awareness and the school is keen to widen pupils' multicultural awareness still further. Pupils take part in many physical activities, including such things as fencing, basketball and yoga. They have a clear awareness of the dangers of alcohol, smoking and drugs and how to be safe. They make an exceptionally strong

contribution to the community by supporting many charities and by participation in events such as the Surrey Earth Summit.

Quality of provision

Teaching and learning

Grade: 3

Lessons are very thoroughly planned to meet the wide range of needs but in practice, higher attaining pupils could be challenged further. Pupils are helped to learn in different ways. One pupil said, 'My teacher helps us to learn by giving us information in a fun way.' The use of computer technology and learning support assistants help pupils to understand new things well. Homework activities contribute well to pupils' development of new skills and knowledge. The good focus on promoting discussion helps pupils to improve their thinking and explanation skills in many subjects. However, in some science lessons, opportunities are missed to check how well pupils are drawing conclusions when doing experiments. Pupils are keen to do their best and they are often well informed about their progress. Often work is well marked to help them to improve but, this is not consistent enough, especially in helping pupils to see how to edit and extend their writing.

Curriculum and other activities

Grade: 2

The curriculum inspires and excites learners very successfully with many theme weeks, and visits. An outstanding range of extra activities and a good focus on discussion in lessons helps pupils to enjoy learning extremely well. The curriculum plays a significant part in helping pupils to develop important personal skills and is modified well to meet the needs of pupils with learning difficulties. Planning is thorough and links between subjects are developing well, but there are missed opportunities to link writing to different subjects. For example, by helping pupils to write up scientific experiments as part of their literacy activities.

Care, guidance and support

Grade: 2

Pastoral care is outstanding and leads to pupils feeling very happy and secure at school. High quality support systems and very good relationships ensure that pupils behave outstandingly well. The school ensures rigorous child protection and safety arrangements. Learners' social well being is taken very seriously and procedures to promote this are very good. Close links with outside agencies support pupils with learning difficulties helps them to achieve well. The work of the Family Liaison worker, highly qualified learning support assistants, and the speech and language specialist contribute to the good progress made by pupils with learning difficulties. Due to the high quality care, attendance has improved. Pupils have class targets but individual targets are lacking and this slows down the rate of their achievement. The strong partnership with parents contributes to pupils' overall development.

Leadership and management

Grade: 2

Everyone is focused on doing the best for the pupils and raising achievement to good. The headteacher's, governors', senior management teams' and subject leaders' evaluation of what needs to be done to develop the school is accurate and provides clear direction. There is a coherent development plan and challenging targets for improvement. The headteacher and senior management team know the pupils very well and have a very comprehensive range of information about how well each pupil is doing. Having already raised the achievement for pupils with learning difficulties to good they are now very focused on raising standards, especially for higher attaining pupils. The impact of their work, since the last inspection, is most evident in reading, science and mathematics.

Many managers are relatively new to their roles but have taken firm action to become quickly involved in developing initiatives to raise standards. For example, individual target books have been introduced for pupils in mathematics and this good system is due to be implemented for writing. Leaders check the quality of teaching well and, as a result, they picked up that pupils needed to talk about their ideas more for writing. As a result, teachers have embraced this change very well and it is having a positive impact on pupils' enjoyment of learning and in the standard of their work. For example, pupils often write in sentences that are more complex and use ambitious and creative vocabulary. Leaders have not evaluated pupils' learning as well as they could in all subjects but this is underway as they realise that this is a key factor in helping them to lift the overall quality of learning from satisfactory to good.

Pupils and parents have great respect for the work of the school. Parents agree that leadership is good. As one noted, 'The headmaster seems to command a strong respect from all pupils by being firm with discipline. However the children genuinely like him and find him fun and fair.'

Outstanding governance has played an immense part in why the school has recovered so well from past staffing difficulties. For example, they conducted a very rigorous and comprehensive review about what needed to be done to improve the school. This involved asking extremely challenging questions and led to some very difficult actions being taken about the internal structures and systems within the school. As a result, these have improved very successfully for the benefit of everyone at the school, especially the pupils. The impact is already evident in pupils' outstanding personal development.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

31 October 2007

Dear Pupils

Inspection of Holland Junior School, Oxted, RH8 9BQ

Thank you for your warm welcome when we inspected your school. We enjoyed meeting and talking to you and I am writing to tell you what we have found out. I am very impressed by the way that you behave. Congratulations for this because it is outstanding. In your work, you make steady progress and are able to do what we would expect overall. We think that yours is a satisfactory school and has many good features. We like the way that mathematics, reading and science have improved. We would like you to continue to work hard. It would be good if you could explain, as often as possible, what you find out when you do scientific experiments.

Staff care for you well and provide many very exciting activities for you to do. You like the amazing range of clubs and we agree that these are great. These activities help you to learn a very wide range of skills. Notably, we are pleased that you are trying to be very healthy and fit. You make an exceptionally strong contribution to your community and this is helping you to understand what you have to do to be a very good citizen. You thoroughly enjoy school and get on particularly well with all of the adults in the school. Teachers make lessons fun for you and plan activities that are often just right for many of you but, we found that some of you could be doing harder work. You are doing interesting English work and in particular, we loved the play writing about Goldilocks.

Your headteacher and governors have worked very hard to help the school to improve and all of the other teachers and adults are helping with this. Please remember to say, 'Thank you'. We all want the school to be even better for you. Therefore, we have asked them to:

- make even more lessons as good as possible
- show you how to improve and extend your writing and use your writing skills in many different subjects.

Well done for working hard. We hope that you had a good half term.

Yours faithfully

Wendy Simmons

Lead inspector