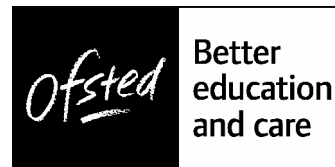


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Mrs Ann Cowley  
Headteacher  
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RG12 2SW

Dear Mrs Cowley

Ofsted survey inspection programme – Education for Sustainable Development (ESD)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 2 March 2007 to look at work in ESD. The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: discussions with yourself, pupils and staff, scrutiny of documents and observation of two lessons, the school Forum, golden time and an assembly.

The overall effectiveness of ESD was judged to be good.

#### Achievement and standards

Achievement and standards in ESD are good.

- For their age, pupils have an extremely good understanding of how to lead healthy lives. They are fit because they much enjoy activities such as 'Kick Start' in the mornings, dancing, energetic walks through the local woods and physical education lessons.
- Pupils know about how to eat sensibly because the school has provided quality food for breaks and lunch for many years. Pupils know that water is "Brain juice". The real fruit and vegetables in the nursery greengrocer's shop is an excellent resource.
- The school's keen focus on road safety has made pupils very aware of how to behave sensibly, for example when crossing roads.

- Pupils have a good, basic understanding of how things grow. The new wormery is giving them an introduction into composting and how to use waste food.
- Year 2 pupils have a developing understanding of how to solve pollution issues. Their work with the local garage, linked to the oil and rubbish they found in the school pond, is a particularly worthwhile exercise.
- Pupils know that there are paper recycling boxes in their classrooms but their appreciation of wider recycling and energy conservation topics is less well developed.

### Quality of teaching and learning of ESD

Too few lessons were observed to make a judgement on the quality of teaching and learning in ESD. The limited amount of teaching seen was very good. Teachers and pupils speak to each other most respectfully and learning takes place in a vibrant, happy and enjoyable atmosphere. Teachers convey a sense of excitement and interest in the work they ask pupils to do. Many members of the school community, for example learning support assistants, the caretaker and volunteers, are involved in lessons and outings. Such help is a strength as it contributes to pupils' learning well.

### Quality of curriculum

The quality of the curriculum for ESD is good overall.

- ESD is well embedded in the curriculum, particularly evident in science, geography, religious education, personal, social and health education and assembly themes.
- The schemes of work for design and technology do not have such a strong focus on ESD themes.
- ESD work most effectively nurtures pupils' understanding of the natural world. Their appreciation of man's role and impact on the environment is less well developed although Year 2's current work with the local garage has the potential to do this well.
- Good displays around the school help to remind pupils about the key elements of how to be healthy and safe.
- Teachers regularly use outdoor facilities to make learning come to life in an enjoyable way. The large school grounds include growing areas and a wildlife pond. Teachers make full use of the valuable resources found in the local woods.

### Leadership and management of ESD

Leadership and management of ESD are good.

- The helpful preparation for this visit reflects how the school is already involved in ESD and wishes to develop it further.

- Leadership of the healthy schools agenda has been very successful with the achievement of the gold award and national recognition.
- Several members of staff have an enthusiastic interest in sustainability issues, both in the school and in their local areas, and are keen to be involved in their development.
- At present no member of staff acts as co-ordinator for ESD activities.

## Inclusion

The provision for inclusion is good overall.

- Pupils have a strong sense of right and wrong, feel very happy and safe at school and work well collaboratively in different age groups ensuring everyone is involved and their ideas respected.
- Pupils have good ideas about how to raise money for charities and they are generous in their efforts.
- The school Forum is well established and pupils enjoy having lunch with you and putting forward suggestions about what they would like to have in the playground. Forum pupils need encouragement to consider things they could support or do beyond school, for example in the local community.

Areas for improvement, which we discussed, include the need to:

- extend pupils' understanding of recycling, conservation and sustainability
- include more references in lesson plans to humankind's role and impact on the environment; at a simple level this means explaining to pupils how local issues often mirror those in the wider world
- encourage the school Forum to consider greater involvement with issues in the local community
- develop the role of an ESD co-ordinator and nurture the staff's talents and interests in this subject.

I hope these observations are useful as you continue to develop Education for Sustainable Development in the school. A copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Clare Gillies  
Additional Inspector