

# Great Hollands Primary School

## Inspection report

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<b>Unique Reference Number</b>	134304
<b>Local Authority</b>	Bracknell Forest
<b>Inspection number</b>	328884
<b>Inspection dates</b>	9–10 July 2009
<b>Reporting inspector</b>	Andrew Saunders

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	341
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Mary Temperton
<b>Headteacher</b>	Mr Michael Purdy
<b>Date of previous school inspection</b>	22 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Wordsworth Bracknell RG12 8YR
<b>Telephone number</b>	01344 424911
<b>Fax number</b>	01344 306575

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<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 July 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average-sized school in a suburban area of Bracknell Forest. The proportion of pupils eligible for free school meals is average. The proportion of pupils with moderate learning difficulties and/or disabilities is above average overall, but higher in some year groups. While the majority of pupils are from a White British background, there are a wide range of other minority ethnic groups represented. The Early Years Foundation Stage includes a Nursery and a Reception class. There is a Rainbow Resource unit on the site, for pupils with social and communication difficulties. The school runs a breakfast club and an after-school club.

There is also the Oaks Children's Centre on the site, which was inspected separately.

The school has a number of awards, including Sportsmark, Gold Award for Healthy School and the Quality Mark for Basic Skills.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school, where pupils reach broadly average standards by the end of Year 6. The good care, support and guidance pupils receive from the dedicated staff are highly appreciated by parents and pupils, and result in good personal development and well-being. Teaching and learning is improving, and where it is good, pupils thoroughly enjoy their lessons and make good progress. However, too many lessons do not match the best and pupils do not make consistent progress because they are not challenged and engaged by the work provided. The curriculum is at the early stages of being revised to engage pupils more and ensure their skills are developed across a range of themed topics.

Parents are largely supportive of the school and feel that their children are happy and well cared for. As one parent said, 'I am very impressed with how my child has made so much progress this year. Her confidence has grown and she has made many friends'. A few parents expressed concerns about behaviour. Inspectors found that the vast majority of pupils are very well behaved; the very few pupils who find it difficult to keep within the expectations of the school are sensitively and firmly managed, to ensure learning continues. The school is working hard to improve on satisfactory attendance rates, and the attendance of pupils is getting better as they get older.

The school community includes a small number of pupils from a wide range of minority ethnic backgrounds, including a very few for whom English is an additional language. The harmonious relations during free time are a good indicator of the work the school has done to ensure there is good community cohesion and that the behaviour of pupils has improved. Pupils get on very well, and any disagreements or rare incidents of bullying are quickly dealt with. As one pupil said, 'When you come here as a new pupil, you get friends quickly'. They thoroughly enjoy the vast grounds and make the most of the resources available; there is space for a wide variety of activities to take place, or to be quieter, when they choose.

While senior leaders have been successful in bringing about improvements in behaviour and attitudes, strategies to raise standards have been slow to have an impact. The use of targets and success criteria has been introduced and this is proving increasingly beneficial. Currently the Early Years Foundation Stage lacks a coherent overview of learning across the stage; plans are in place to tackle this, but it is not yet clear how this will be led.

The after-school club provides satisfactory care for pupils. While pupils can choose from a good range of activities, there is little provision to relax comfortably. The breakfast club is well liked by those who make use of it and provides good opportunities for pupils to socialise.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

When children enter the Nursery their skills and knowledge are lower than those typical for their age, particularly their communication, language and literacy skills. During the Early Years Foundation Stage they make satisfactory progress and by the end of Reception their skills are below the levels expected for five-year-olds. However, more children are achieving the expected level in reading and creative development. The outcomes in reading reflect the stronger focus on sounds and letters. Boys' knowledge and skills are not as good as those of the girls and the school has made a start on developing strategies to raise their achievement. Children experience a satisfactory range of activities in all the areas of learning. Sometimes they are asked to work

alongside adults, who develop their learning through talking to them and asking questions. At other times they choose from a selection of activities and either work independently or with other children, and they make satisfactory progress in their social development. Teaching is satisfactory, but opportunities are sometimes missed to interact with children and extend their learning and speaking skills. Although Nursery and Reception have spacious outdoor areas, these are not particularly well resourced. Children enjoy trying different activities, such as tasting French food, but do not find it easy to sustain their concentration on a chosen task. Their progress is monitored through observations that contribute to the formal tracking process and informs the planning of activities. Systems for assessing children's levels of attainment on entry are not rigorous enough, and hamper the analysis of their progress during their time in the Early Years Foundation Stage. With the introduction of new strategies for managing the whole of the Early Years Foundation Stage, this aspect of the school is improving and is now satisfactory.

### **What the school should do to improve further**

- Develop a coherent approach in the Early Years Foundation Stage, by providing clear leadership across the stage.
- Increase the rate of progress for pupils by ensuring teaching matches the best, particularly at Key Stage 2.
- Develop the creative curriculum by giving pupils work that is more challenging and engaging.

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**

On leaving the Early Years Foundation Stage, pupils make up ground and reach standards which are broadly average, so that progress is good for the current cohort. Standards at Key Stage 2 have been variable and, having recovered slightly, dipped again in 2008. However, in the most recent assessments at the end of Year 6, pupils reached standards which were broadly average overall, although better in English than mathematics. This shows that they have made satisfactory progress across the stage. The Quality Mark for Basic Skills has helped the school to focus on developing these skills across subjects. Pupils with English as an additional language, and those with moderate learning difficulties and/or disabilities, make good progress. Pupils with communication difficulties are greatly helped by the expert support they get, so that they make good progress.

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

### **Grade: 2**

Pupils enjoy school. They say, 'It's brilliant'. They particularly like opportunities to learn through practical activities and first-hand experiences. Their spiritual, moral, social and cultural development is good. Behaviour is good in many lessons and around the school, although a small number of pupils find it difficult to manage their own behaviour without adult support, particularly when lessons are not as engaging as they might be. They feel safe in school and say that there is an adult who they can speak to if they have any concerns. Pupils are keen to take part in sporting and physical activities and know that this contributes to a healthy lifestyle. This has helped the school achieve the Healthy School Gold Award and the Sportsmark. They

have a good understanding of the importance of a healthy diet. Pupils willingly take on responsibilities and develop a sense of community, for example through involvement in school council activities, acting as peer mediators, fund-raising for charity and participation in events in the local community. They are pleased that staff listen and act on their ideas to help improve the school. They talk enthusiastically about the Eco-school Champions and learning about other cultures and languages, demonstrating their understanding of the importance of looking after the environment and being able to communicate with others. Their achievement in basic skills means that their preparation for the next stage of their learning is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

During the inspection, lessons observed included examples of good practice, but this is not yet consistent enough to ensure that pupils achieve as much as they can. Strategies to improve teaching, such as the use of different tasks appropriate to different groups of pupils, are beginning to have an impact. In the best lessons teaching is brisk, lively and confident and teachers make good use of the interactive whiteboards to engage pupils and provide a range of interesting learning resources. In other lessons the pace is slow and pupils lose focus, because the tasks they are presented with are not challenging enough. Those with moderate and severe learning disabilities are particularly well supported by the teaching assistants, who are well informed about the pupils' needs and how to help them get the most out of lessons. The same is true for pupils who speak languages other than English at home. The school has a good system for keeping track of how well pupils are doing, and teachers are becoming more confident in using this to adapt what they do in response to the pupils' needs and abilities.

### **Curriculum and other activities**

#### **Grade: 3**

When the curriculum is well planned, it helps the pupils learn readily and allows them to be creative, using their talents effectively. This was illustrated in a Year 5/6 lesson where children were asked to share thoughts, ideas and solutions in paired work. This collaborative style of working engaged the pupils and is popular with them. The development of a more creative curriculum is at an early stage, and is inconsistent. As a result, too much of the work pupils are asked to do is not challenging enough and does not engage them. The use of information and communication technology skills is improving, for example when it is being taught to support cross-curricular learning. Appropriate visits and visitors help to support pupils' learning and enjoyment. There are a wide range of extra-curricular activities, many led by staff, while others benefit from external expertise. The ceramics work by an artist in residence with a group of gifted and talented pupils is impressive. Personal, social and health education is promoted well throughout the curriculum, particularly with regard to the benefits of exercise and healthy eating. A Healthy Living week was a successful example of this.

### **Care, guidance and support**

#### **Grade: 2**

Pastoral care is good. The school puts considerable effort into ensuring that pupils are happy and behave well. Procedures to ensure that pupils are protected, safe and secure in school are robust and safeguarding procedures meet government requirements. The school meets the

needs of vulnerable pupils and those with learning difficulties and/or disabilities well; good support is provided through a balance of in-class support and focused withdrawal. Academic guidance has been improved and the increasingly accurate use of targets and success criteria mean that this is now good. Targets are regularly reviewed. Marking is helpful in allowing pupils to know what they need to do next, although they do not always have opportunities to respond to this. Tracking systems are well developed and increasingly well used to identify pupils who need additional help. The school ensures parents are kept informed and continues to build positive relationships to support learning.

## **Leadership and management**

### **Grade: 3**

The headteacher and senior leaders have put a great deal of emphasis on developing good attitudes and behaviour, to create a positive atmosphere in which learning can take place. They have ensured there are positive ways of managing behaviour and this brings about a pleasant, calm atmosphere. Consequently, the personal development and well-being of pupils is good. Strategies to raise standards are more recent and are beginning to have an impact, as shown by the rise in standards at Key Stage 1 and in English at Key Stage 2. Although the school is aware of its overarching strengths and weaknesses through self-evaluation, the monitoring of lessons is not focused closely enough on what teachers should do to ensure good learning is happening in all lessons, in order to drive up standards. The headteacher is actively distributing leadership and management responsibilities more widely. Middle leaders are becoming more secure in their roles and are now ready to develop the curriculum to support better progress. Governors are supportive but do not always provide sufficient challenge regarding the data about standards. Governance is satisfactory. The school is an important part of its community, participating in many events. It has developed some good links with wider communities, which are helping pupils gain a wider view of the world, and has undertaken a helpful audit of how it promotes good community cohesion.

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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	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

21 July 2009

Dear Pupils

Inspection of Great Hollands Primary School, Bracknell, RG12 8YR

On behalf of the inspectors, I would like to thank you for making us so welcome when we inspected your school and talking to us about what you like learning. Your school gives you a satisfactory education. This means that some things are good, but that there are some things which need to be improved.

We were impressed with the way you behave so well, and lots of you told us that you enjoy school. Your parents also feel that you are well looked after at school, because the staff take such good care of you. There are many ways in which you support each other and take on responsibilities, and this helps make your school a pleasant place to be. You also know how to keep healthy, stay safe and how to make a really helpful contribution to your community. This was clear from the way you played at break times and supported each other. We liked very much the things you told us you do, like raising money for important charities and working as Eco-school Champions.

In the Nursery and Reception classes you learn how to get along, take turns and how to speak and listen. Those of you in Year 1 and 2 make good progress. In Key Stage 2 your progress is satisfactory and in your recent tests you particularly improved in English. However, we think that you can reach higher standards, particularly during Key Stage 2, and we have asked your school to make sure that this happens, starting with the Early Years Foundation Stage. We have asked the teachers to develop the curriculum so that there is more work based on themes and you can use all the skills you have learnt. We have also asked the school to make sure that more of your lessons are exciting and challenging. You can help by working hard at the tasks the teachers give you.

We thought that the leaders in the school are doing a good job of keeping you safe and that there is plenty of support when you need it. As a result, we think that they will be able to help you reach even higher standards.

Most importantly of all, you should continue to enjoy learning and work hard to do the very best you can.

Yours faithfully

Andrew Saunders

Lead Inspector