

Inspection of Great Hollands Primary School

Wordsworth, Bracknell, Berkshire RG12 8YR

Inspection dates: 23 to 24 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Great Holland Primary School is a great place to learn. The headteacher, senior leaders and Maiden Erlegh Trust have transformed the school since its last inspection. Leaders have focused on improving behaviour by raising expectations of staff and pupils. Pupils now enjoy coming to school because their learning is not interrupted by poor behaviour. They know that any incidents of bullying are dealt with quickly and fairly.

Leaders are determined that every pupil will be able to read fluently and use their mathematics knowledge and skills confidently. Pupils love learning 'new things' and work hard to meet teachers' high expectations, including pupils with special educational needs and/or disabilities (SEND). They proudly explain how the school's values of 'generosity, resilience, empowerment, ambition and teamwork (G.R.E.A.T)' help them with their learning and personal development.

Pupils feel safe in school. Relationships between pupils and adults are a strength of the school. Pupils know adults listen to them. They know that the adults care for them and will help them with any problems or concerns they may have.

Parents and carers are full of praise for the support each pupil receives, especially those pupils with SEND.

What does the school do well and what does it need to do better?

Senior leaders, staff and the trust are ambitious for the school. They are determined that every pupil, from the youngest children upwards, will succeed regardless of any barriers that may affect their learning.

All staff have high expectations of pupils' behaviour and are consistent in their approach. Pupils of all ages respond well. Pupils have good attitudes to learning and learn how to take responsibility for themselves and their behaviour.

Senior leaders have designed a curriculum which is broad and meets the needs of the pupils. They have put reading at the centre and developed plans to build pupils' knowledge and skills in different subjects as they move through the school. However, these plans do not always build on what the youngest children learn. The COVID-19 pandemic has slowed work to pass the responsibility for oversight of the different curriculum areas to subject leaders.

Leaders have ensured that all staff are trained as experts in the teaching of reading. Children are taught phonics as soon as they are in school full time. Pupils read and take home books that help them to practise the sounds and words that they know. For the few pupils who struggle to develop early reading skills, support is in place to help them catch up quickly. As a result, most pupils are starting to read fluently by the time they leave key stage 1.

As pupils move up the school, teachers nurture their skills so that they become confident readers and broaden their learning. So, for example, Year 6 pupils read books such as 'It's Official! Plastic Sucks' and are keen to discuss if statements like that are completely true.

The teaching of mathematics is as rigorous as the teaching of reading. Teachers build on what the pupils already know and remember. They regularly check to make sure that pupils have understood before they move the learning on. Pupils are enthusiastic about mathematics and love to be challenged, including the youngest children and those pupils with SEND.

The curriculum in other subjects is well designed to enable pupils to build on their previous learning. Teachers present learning clearly and check pupils' understanding carefully. This means that pupils retain knowledge. For example, pupils in Year 5 use their previous knowledge of the Romans to explain the impact the Anglo Saxons had in Britain. However, planning in the early years is not yet as well sequenced in some areas of learning.

Leaders have high expectations for pupils with SEND. They have procedures and support in place, including for the youngest children, to identify their needs and ensure that pupils with SEND can learn alongside their peers in all subjects.

Leaders are keen that pupils learn about developing appropriate relationships, keeping themselves safe and looking after their physical and mental well-being. Pupils have a good understanding of British values. They are proud to be school councillors, and they wear their lanyards with pride. Pupils understand and are respectful of the differences between different faiths and different people. Leaders are determined to give pupils the opportunity to participate in sporting events and to learn to play a range of instruments they otherwise would not experience.

The trust has provided training for leaders and staff which has contributed to the school's improvement. Staff work closely together and support each other. They appreciate leaders making changes to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority and all staff are well trained and vigilant. They know it is everyone's responsibility to keep pupils safe. Procedures for recording concerns are robust, well managed and leaders respond promptly. The members of the safeguarding team are determined that every support is given to ensure the safest outcomes for every child. They work closely with other agencies to make sure children and their families are given the support they need.

All adults are aware of local issues which could affect pupils and their families. Pupils know how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The oversight of the curriculum currently lies with senior leaders. Subject leaders do not yet know enough about how well their subject is being implemented. Leaders need to ensure that subject leaders are well trained to fully take on their roles and have a positive impact on pupils learning.
- The curriculum in early years is under review. Not all areas of learning are as well planned as early reading and mathematics. Whole-school plans do not take sufficient account of children's learning in early years. Leaders need to make sure that the sequencing of learning builds from Nursery upwards.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144628
Local authority	Bracknell Forest
Inspection number	10200909
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	297
Appropriate authority	Board of trustees
Chair of trust	Nick Jones
Headteacher	Richard Ferris
Website	www.greathollandsprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Great Hollands Primary School joined the Maiden Erlegh Trust in July 2017. When the predecessor school was last inspected, in October 2016, it was judged to require special measures.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with senior leaders, staff and pupils.
- The lead inspector met with the board of trustees, members of the local advisory board and the trust's chief executive officer.

- Inspectors carried out deep dives in these subjects: reading, mathematics, history and science. Deep dives included visiting lessons with leaders, talking to teachers and pupils about their learning. We also looked at a range of pupils' work. The lead inspector listened to pupils read and talked to them about their reading.
- Inspectors evaluated the effectiveness of safeguarding by talking to the designated safeguarding leads, reviewing policies and scrutinising records and staff training. The team spoke to pupils, staff and parents.
- They also reviewed curriculum plans and looked at educational health care plans.
- Inspectors considered responses made by parents to Ofsted's Parent View and free-text comments. Inspectors also took account of responses to Ofsted's online staff's and pupils' surveys.

Inspection team

Becky Greenhalgh, lead inspector

Ofsted Inspector

Liz McIntosh

Ofsted Inspector

Alison Bradley

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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