

Great Hollands Primary School

Address: Wordsworth, RG12 8YR

Unique reference number (URN): 144628

Inspection report: 18 November 2025

Exceptional	
Strong standard	● ● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders take every opportunity to promote the importance of regular attendance regularly. As a result, pupils, including those with special educational needs and/or disabilities, have high attendance. Leaders work effectively to identify and resolve any barriers before these become an issue for pupils or their families. This includes ensuring that any pupils with medical conditions or requiring additional specialist support receive what they need.

Pupils behave very well. Their attitude towards learning is commendable. Every morning, they walk into school with happy smiles and a respectful outlook. This cascades into all areas of their learning. Staff implement the school's behaviour expectations and systems consistently well. The atmosphere in classrooms and around school is calm and purposeful. Transition times are orderly, and pupils settle into lessons quickly. Pupils, including the youngest children in the early years, respond to staff requests without hesitation.

Leaders have established an effective culture of fairness, inclusion and equality. They provide effective support for any pupils who need help to manage their emotions. Pupils understand what constitutes bullying or harassment. Any incidents of derogatory language or unkindness are not tolerated and dealt with swiftly.

Inclusion

Strong standard ●

Leaders promote a culture that celebrates diversity. Every pupil is valued. Leaders make decisions that are consistently in the best interests of the pupils. For instance, classrooms, specialist areas and corridor spaces are purposefully developed into learning environments that meet pupils' needs. This ensures that, regardless of their emotional or behavioural needs, pupils feel a profound sense of belonging and thrive in their education. Consequently, pupils develop increased confidence, independence and resilience.

Leaders work well with staff to ensure that the curriculum is adapted effectively. Staff work very well to identify and assess pupils' individual needs and make sure resources are adapted to help pupils learn well. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care flourish from their individual starting points. Pupils with more complex needs benefit from a personalised curriculum. This prioritises their communication skills and education, health and care plan targets.

Leaders and staff work efficiently with external agencies and pupils' families to ensure that provision is effective and introduced in a timely way. Leaders make systematic checks on pupils' progress. They evaluate the impact any extra support has, which informs their future planning.

The pupil premium funding is used appropriately to enhance pupils' access to the curriculum and wider opportunities. Where required, alternative provision is used effectively to address any additional barriers to learning or wellbeing that pupils may have.

Leadership and governance

Strong standard 

Leaders and the trust make decisions in the best interests of all pupils, particularly those who are disadvantaged, have special educational needs and/or disabilities, or face other barriers to learning. They ensure that these pupils receive the support they need to succeed.

Leaders, trustees and governors work purposefully to raise aspirations for both staff and pupils. Together with staff, they work effectively to ensure that pupils have every opportunity to achieve well. Leaders have a sharp insight into the school's strengths and areas which they need to prioritise. They have put into motion the right actions to ensure that pupils start to deepen their learning in some of the foundation subjects and achieve highly across the curriculum.

Governors fulfil their statutory duties to a high standard and know the school's context well. They challenge leaders constructively to ensure that pupils' educational experience is of the highest quality. Leaders value the timely and highly impactful support and expertise provided by the trust.

Staff value the team spirit and open culture that exists in the school. They benefit from a well-structured professional development programme that is informed by research and tailored to the school's strategic priorities. Leaders ensure that any decisions they make take into account staff wellbeing and workload.

Personal development and well-being

Strong standard 

Leaders and staff inspire pupils to be confident and curious citizens who respect other people's differences. The carefully crafted personal development programme is woven across all aspects of school life. This helps pupils grow into thoughtful, responsible and resilient individuals.

Pupils demonstrate a sincere and genuine respect for others and the world around them. Their work on projects such as recycling helps them develop an appreciation of the significance of looking after the environment. Pupils are very knowledgeable about their rights and those of others. They talk maturely about differences and similarities between faiths. Pupils thoughtfully discuss topics such as equity, disability and individual liberty. Pupils show empathy towards others and develop a strong sense of right and wrong. This starts in the early years, where children learn to take turns, share resources and resolve minor conflicts with increasing awareness of others' feelings.

The personal, social and health education curriculum enables pupils to develop detailed knowledge of important aspects. This includes how to take care of their mental health and wellbeing such as age-appropriate knowledge related to relationships and consent.

Leaders ensure that there is a wealth of experiences that help pupils broaden their horizons. Pupils enjoy opportunities to engage in music, art, drama and literature, which enrich their understanding of the world around them. Pupils participate wholeheartedly in a wide range of events and tournaments where they demonstrate their sporting and performing arts skills and talents. Older pupils enjoy the experience of careers fairs, which help raise their

aspirations for the future. Pupils across the school are proud to raise donations for the causes they support in the local community and beyond.

Pupils use their democratic voice and work with leaders to inform changes in their school. These range from deciding what to showcase on the display boards to selecting playground equipment.

Expected standard

Achievement

Expected standard 

Overall, pupils achieve well. They benefit from positive educational experiences that enrich their lives and prepare them effectively for the next stage of their education.

The high proportion of pupils eligible for pupil premium funding typically progress steadily through the curriculum. This, despite the lower starting points of many.

Pupils develop the necessary knowledge and skills, particularly in reading, writing and mathematics, needed for their next steps. Other groups, including pupils with special educational needs and/or disabilities, also achieve well. This is reflected in pupils' positive achievement in national tests.

Overall, pupils are ready for the next stage of their education. However, leaders have identified that pupils do not consistently develop detailed knowledge and skills in some foundation subjects.

Curriculum and teaching

Expected standard 

The school's curriculum is engaging and ambitious. Leaders have ensured that it is designed to reduce barriers to learning and raise aspirations. Across subjects, the curriculum clearly sets out what pupils need to learn, so their learning builds progressively year on year. This enhances pupils' knowledge at every stage. Central to this, the school ensures that pupils develop secure foundations in their basic skills of reading, writing and mathematics.

Staff professional development is based on the school's aspiration to ensure that teaching is consistently effective and supports all learners. Typically, teachers have the subject knowledge they need to help pupils, including those with special educational needs and/or disabilities, learn well. For example, in subjects such as reading, writing and mathematics, teachers carefully check and ensure that pupils build their learning on what they already know. These checks quickly address key gaps and misconceptions in pupils' basic skills. The same approach is also notable in the teaching of phonics, which is taught consistently well.

In other subjects, teaching is not as consistently effective. This is because, at times, teachers' checks on pupils' understanding are not completed well. Where this happens, pupils do not develop a deep and secure understanding of the important knowledge they

need to learn. Leaders carefully monitor curriculum and teaching quality, and take appropriate action to improve this aspect of the school's work.

Early years

Expected standard 

Leaders ensure that the early years curriculum is well organised and ambitious. It is designed with care to ensure that children, including those with special educational and/or disabilities, can access learning successfully.

Children generally learn well from the start of their time in the Reception Year. Staff quickly identify any barriers to learning that children may have. This includes any children who join at different times in the year. There is a deliberate focus on building children's communication and language skills. In most instances, staff emphasise and effectively model appropriate language and vocabulary through their interactions. This helps children learn, practise and secure the language that they need. However, this is not of the same quality across all areas of learning.

In the Nursery Year, children learn songs and rhymes and start to develop a love of reading. From the moment they join Reception Year, they are introduced to phonics to support their early reading knowledge. Staff carefully check that children use this phonics knowledge to read and write with growing confidence.

Staff build nurturing relationships with children and respond sensitively to their individual needs. Leaders work well with parents and external agencies to ensure that children have the right help and support to progress in their learning. Typically, children leave well prepared for their future learning in Year 1.

What it's like to be a pupil at this school

Pupils enjoy coming to this happy and welcoming school. Leaders ensure there is a calm and family-feel atmosphere. Staff know pupils well and foster a culture of mutual respect and care. Parents and carers praise the efforts staff make to help their children achieve, belong and thrive.

Staff form trusting relationships with pupils. Incidents of bullying or discrimination are rare. Pupils are confident that staff will help them quickly deal with any concerns they may have. They feel safe and well cared for. Pupils' enjoyment of their school experiences is reflected in their high attendance. They leave school well prepared for the next stage of their education.

Pupils, including those who are disadvantaged or have special educational needs and/or disabilities, work hard to meet the high expectations that staff have for their behaviour and achievement. Pupils generally achieve well. However, there are some inconsistencies in how well the curriculum is taught in subjects other than English and mathematics.

Pupils benefit from a wide range of trips and visits that are carefully matched to their learning. For example, they go on local walks to learn about the area's unique history and geographical context. Staff deliver a curriculum that helps pupils understand their place in the world as positive citizens. Through weekly assemblies and discussions, pupils learn how they can use their collective voice to influence decisions others make. They are particularly proud of their impact in raising awareness about 'sustainable living' in the community.

Pupils develop their leadership skills by taking on roles and responsibilities such as becoming school councillors and 'playtime buddies'. They take part in a range of clubs and activities such as fencing and playing marbles. Leaders ensure that these opportunities are inclusive and open to all pupils.

Next steps

- Leaders should ensure that teachers systematically check pupils' understanding, including in the early years, so that pupils' achievement is consistently high across the wider curriculum.
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About this inspection

This school is part of the Maiden Erlegh Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonathon Peck, and overseen by a board of trustees, chaired by Nick Jones.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Information about this inspection:

Inspectors spoke with the headteacher, senior leaders and some staff. The lead inspector also spoke with the chief executive officer, the chair of trustees, the chair of the school advisory board, senior staff from the trust and the director of education during the inspection.

The inspectors confirmed the following information about the school:

The school uses one registered alternative provision.

Headteacher : Richard Ferris

Lead inspector:

Shazia Akram, His Majesty's Inspector

Team inspectors:

Gareth Flemington, His Majesty's Inspector

Ian Howie, His Majesty's Inspector

Neil Pilsworth, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 18 November 2025

School and pupil context

Total pupils

278

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

432

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

35.46%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

7.55%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

24.46%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	61%	Above
2024/25	81%	62%	Above
2023/24	74%	61%	Above
2022/23	85%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	74%	Above
2024/25	88%	75%	Above
2023/24	82%	74%	Above
2022/23	90%	73%	Above

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25	83%	72%	Above
2023/24	79%	72%	Above
2022/23	85%	71%	Above

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25	83%	74%	Above
2023/24	82%	73%	Above
2022/23	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	46%	Above
2024/25	80%	47%	Above
2023/24	71%	46%	Above
2022/23	82%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	62%	Above
2024/25	95%	63%	Above
2023/24	82%	62%	Above
2022/23	94%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	59%	Above
2024/25	85%	59%	Above
2023/24	76%	58%	Above
2022/23	82%	58%	Above

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	60%	Above
2024/25	80%	61%	Above
2023/24	76%	59%	Above
2022/23	94%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	68%	10 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	80%	69%	11 pp
2023/24	71%	67%	3 pp
2022/23	82%	66%	16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	91%	80%	11 pp
2024/25	95%	81%	14 pp
2023/24	82%	80%	3 pp
2022/23	94%	78%	16 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	78%	4 pp
2024/25	85%	78%	7 pp
2023/24	76%	78%	-1 pp
2022/23	82%	77%	5 pp

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25	80%	81%	-1 pp
2023/24	76%	79%	-3 pp
2022/23	94%	79%	15 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	5.5%	5.1%	Close to average
2023/24	5.7%	5.5%	Close to average
2022/23	5.9%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	14.4%	14.3%	Close to average
2023/24	13.0%	14.6%	Close to average
2022/23	15.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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