

# Inspection of Jennett's Park Church of England Primary School

3 Tawny Owl Square, Bracknell, Berkshire RG12 8EB

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Inspection dates: 19 and 20 October 2021

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

## **What is it like to attend this school?**

Pupils enjoy coming to Jennett's Park School. They are proud of their school and say that pupils are 'kind to one another; they always laugh and have fun'. The school's distinctive 'rainbow values' help pupils to respect each other and develop strong friendships. This is an inclusive school in which everyone is treated equally. Pupils said that 'none of us look identical, and that does not mean we have to treat people differently'.

The school's high expectations are reflected in pupils' positive attitudes to learning and their desire to challenge themselves as an 'owl learner'. They enjoy the regular 'candle time'. A pupil said these sessions give them opportunities to 'love each other' and talk about friendships and the choices they have made.

Pupils feel happy, safe and valued. They behave well. Bullying is dealt with quickly on the rare occasions it does occur. Pupils said that they know 'how to fix things themselves' if they have problems, but that there is always an adult there to help them if needed. Pupils are confident that adults will quickly help them deal with any problems they have.

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

The school's leaders have developed an ambitious and engaging curriculum. This is fully in place for many subjects. In reading, literacy and mathematics, the carefully designed curriculum and effective assessment build on what pupils already know. This prepares pupils well for what they will learn next. As a result, they achieve well. In some other subjects, clear plans have been developed but are not yet fully in place. Leaders are aware of this and are working with staff to make sure that this happens quickly.

The teaching of phonics is effective. Leaders recognise the importance of ensuring that pupils learn to read. There is a consistent approach across the early years and key stage 1. Pupils who fall behind are given prompt help. As a result, pupils become confident and enthusiastic readers. The school aims to inspire a love of reading. For example, teachers have created vibrant and engaging displays of books in corridors and classrooms to help pupils find books they will enjoy.

The school makes sure that pupils with special educational needs and/or disabilities (SEND) are given expert help from the very start. Pupils have carefully designed plans to support their learning and behaviour. The school's curriculum is designed to ensure that these pupils make progress. However, in those subjects where curriculum plans are not yet fully developed, pupils do not always get the exact support they need. As a result, pupils with SEND do not always develop their knowledge and skills as well as they could across all subjects.

The promotion of pupils' personal development is a strength of the school. It is carefully woven through all activities. Pupils have opportunities to debate and explore a range of issues, including stereotypes and mental health. The school's

curriculum, supported by its ethos, prepares pupils well for life in modern Britain. Pupils enjoy the wide range of clubs and trips. They are encouraged to attend clubs that support their learning. 'Pupil leaders' run clubs and support younger pupils on the playground during lunchtimes.

The school leaders believe that 'if you get behaviour right, the learning will be right'. They make sure there is a consistent approach to managing behaviour and modelling positive attitudes across the school. As a result, the school is calm, and pupils are well behaved in lessons and at social times. There is little disruption in classrooms and playtimes are lively and cooperative. Pupils' attendance is higher than the national average from the early years onwards. On the rare occasions pupils do have difficulties with attendance or behaviour, support is quickly put in place and high expectations are reinforced.

The school's 'rainbow values' are understood by the pupils and staff across the school. These values have helped to create a positive, inclusive environment in which pupils flourish and achieve. Leaders develop the skills of staff and look after their well-being. The school has built strong relationships with parents and carers, and with the community. Parents shared their positive views of the school with inspectors, describing it as a 'community' and 'a family'. Trustees and governors know the school well and have a clear understanding of their responsibilities. They work closely together to support and challenge the school. Governors are clear about specific responsibilities with regard to monitoring safeguarding, where they have a sharp attention to detail.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong and vigilant culture of safeguarding. Regular training ensures that all staff are able to quickly identify any small changes in pupils' behaviour. The school has clear and effective processes in place when support is required. Where necessary, leaders work closely with external agencies. Governors carry out regular checks to ensure processes are up to date.

Pupils know how to keep themselves safe. The headteacher worked with the school council to produce a guide for pupils on how to stay safe in school, online and in the community. This has been shared across the school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school's curriculum is not yet sufficiently well planned and sequenced in art, geography, history and science to ensure that pupils' knowledge and skills develop as well as they could. However, it is clear that leaders have already taken action to begin to refine curriculum plans and train staff in how to deliver them. For this reason, the transitional arrangements have been applied. Leaders should take the remaining steps planned so that these subjects are as coherently

planned and sequenced towards cumulatively sufficient knowledge as in the best of the other subjects.

- The school's curriculum does not meet the needs of pupils with SEND in some subjects as well as it could. As a result, these pupils do not develop their knowledge and skills consistently well across all subjects. However, it is clear that leaders have already taken action to ensure this is in place by the end of the school year. For this reason, the transitional arrangements have been applied. Leaders should see through this work to ensure pupils with SEND benefit from an ambitious curriculum across all subjects that enables them to develop their knowledge, skills, fluency and independence.

## 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

<b>Unique reference number</b>	144608
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10200911
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rachel Phillips
<b>Headteacher</b>	Elizabeth Savage
<b>Website</b>	<a href="http://www.jennetts.bonitas.org.uk">www.jennetts.bonitas.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Jennett's Park Church of England Primary School opened as a sponsored academy in June 2017. Its most recent section 48 inspection took place in October 2019. The next section 48 inspection is due to take place before 2025.
- The school is one of two schools in the Bonitas Multi-Academy Trust. The board of trustees has delegated some strategic responsibilities to the school's local governing board, which acts as a local governing body. This is set out in the trust's scheme of delegation.
- The nursery has provision for three-year-olds, with 26 places. Children attend on either a full-time or part-time basis. This provision was considered as part of the school's inspection.
- 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. Inspectors discussed the impact of the pandemic with school leaders, and they have taken that into account in their evaluation.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art, history and personal, social, and health education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also listened to children read.
- Inspectors looked at curriculum plans and pupils' work for geography and science, and at a sample of pupils' writing.
- Inspectors met with representatives of the Bonitas Multi-Academy Trust. They held meetings with the chief executive officer of the trust, representing the board of trustees, and the chair of the local governing board.
- Inspectors met with early career teachers and some support staff.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the school website and policies, spoke to staff, pupils, parents and governors. The inspectors spoke to the designated safeguarding lead, reviewed school records of safeguarding checks carried out on staff working at the school and spoke with governors and trustees.
- Inspectors spoke to pupils about their views of the school and took account of the 42 responses to Ofsted's pupils' survey. As well as speaking to parents at the school gate, inspectors considered the 145 responses to Ofsted's online survey, Parent View, and the 80 free-text responses. Inspectors also took account of 21 responses to Ofsted's survey for staff.

## Inspection team

Kevin Burrell, lead inspector	Ofsted Inspector
Tracey Bowen	Ofsted Inspector
Mineza Maher	Ofsted Inspector

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