

# Hollybrook Infant School

Seagarth Close, Southampton, SO16 6RN

**Inspection dates** 5–6 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching and achievement in Years 1 and 2 is outstanding. Pupils attain high standards and make exceptional progress in reading, writing and mathematics given their starting points.
- Excellent teaching, particularly in Year 2, ensures pupils learn extremely well. Teachers plan interesting and challenging lessons that meet the needs of all pupils very well.
- Thorough checks on pupils' progress, followed by swift action for any pupils not doing well enough, ensure they catch up quickly.
- Thorough teaching of phonics (the sounds that letters make) ensures children use these skills very well in their reading and writing.
- Excellent relationships at all levels strongly support pupils' outstanding behaviour and love of learning.
- The school provides a very safe, caring and supportive place for pupils to learn. This helps them to thrive both academically and personally.
- Strong leadership by the headteacher has ensured very effective learning for pupils in spite of high levels of staff turbulence.
- Senior leaders have successfully ensured effective teaching and high standards. They have been ably supported by middle leaders and governors in their drive to provide high-quality education for all pupils.

### It is not yet an outstanding school because

- Children in the early years make good, rather than outstanding, progress. This is because: the outdoor provision does not ensure effective learning; staff do not check children's involvement in self-chosen tasks sufficiently well; and there is no substantive leadership of the early years.
- Teachers' feedback in mathematics in Year 1, although regular, does not sufficiently encourage pupils to respond to it in order to improve their work.

## Information about this inspection

- The inspectors observed pupils' learning in 14 lessons or part lessons, of which two were jointly seen with senior staff.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and two other governors, the headteacher and other senior staff, the director of standards and Chief Executive Officer of the Trust.
- The inspectors took account of the 42 responses to the online Parent View survey. They also spoke to several parents when they brought their children to school. The inspectors considered responses to the 17 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents including: the school's own information on pupils' current progress; teachers' planning and checks on the quality of teaching; assessment; the new curriculum; the school's self-evaluation; records relating to behaviour and attendance; the sports premium action plan; and documents regarding safeguarding.
- The inspectors listened to pupils read in the early years and Year 2.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- Hollybrook Infant converted to become an academy on 1 November 2012. When its predecessor school, Hollybrook Infant School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Jefferys academy trust.
- The school is a smaller than average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This is additional government funding for pupils who are looked after by the local authority or known to be eligible for free school meals.
- There is an above average proportion of pupils from minority ethnic groups. The proportion of pupils who speak English as an additional language is also above average. A small proportion of these pupils are at an early stage of learning English.
- Children attend the early years Reception classes full time.
- The school holds the Artsmark Gold award.
- There have been many changes to staffing since the school became an academy, including the appointment of a new senior leadership team.

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

- Improve the quality of teaching in the early years to outstanding, so that children in the Reception classes make consistently rapid progress and attainment rises further, by making sure that:
  - staff make more effective use of the outdoor area
  - all adults check on children's involvement in self-chosen tasks more carefully to move their learning on quickly
  - there is substantive early years leadership.
- To further support pupils in the progress they make in mathematics in Year 1, teachers should ensure pupils respond more fully to their feedback.

## Inspection judgements

### The leadership and management are good

- Very strong leadership by the headteacher and deputy headteacher has enabled the school to make rapid improvement since it became an academy. Children achieve well in the early years and extremely well at Key Stage 1. Teaching is outstanding in Years 1 and 2. It is not so consistently strong in the early years, which means that it is good overall. Pupils have a thirst for learning and behave exceptionally well. This demonstrates that the school has capacity for further improvement.
- Middle leaders in Key Stage 1 make an effective contribution to the rapid progress that pupils make through, for example, improving phonics teaching, carefully checking pupils' work and providing support to colleagues. Currently, there is an interim leader of the early years who is not an early years specialist nor working within the early years classes, and this limits the leader's effectiveness.
- Accurate self-evaluation and detailed school improvement planning, backed up by specific action plans, have ensured the school clearly knows how well it is doing and what it needs to do to improve further.
- Senior leaders make thorough, comprehensive and regular checks on all aspects of teaching and learning. They know where it is strong and where there is need for further improvement, for example pupils' response to marking in mathematics in Year 1.
- Staff have clear targets linked to their performance, particularly with regard to the progress pupils in their classes make. Staff spoken to appreciate the support they have been given to enable them to improve their teaching and develop professionally.
- Senior leaders track pupils' progress very carefully, quickly pick up on any pupils not doing well enough and put strategies in place to remedy it. This has enabled the school to close the gaps in pupils' performance successfully as well as ensuring equality of opportunity, promoting excellent relationships and dealing with discrimination.
- The pupil premium is spent particularly well to benefit disadvantaged pupils. Its impact on pupils' progress is carefully monitored and there is clear accountability to the governing body. Additional adults are employed in the classrooms to enable teachers to give extra attention to pupils who need it. This promotes their personal welfare and academic achievement.
- The school effectively uses the government's primary school physical education and sport funding to provide a specialist sports coach, training for the subject leader and all staff, and training for pupils to become sport play leaders. This training ensures its sustainability. Pupils particularly enjoy the opportunity to try new activities such as netball and multisport.
- The curriculum provides opportunities for pupils' learning through interesting topics. Provision for English and mathematics is strong. A good range of trips, specialist music teaching and after-school clubs enhance activities well. A strong focus on art has enabled the school to be awarded the Artsmark Gold. However, the early years curriculum does not yet provide effectively for outdoor play.
- The school promotes pupils' spiritual, moral, social and cultural development very well. Pupils have very positive relationships with each other and adults, behave exceptionally well and have very good attitudes to their work. Staff are excellent role models for pupils. They encourage pupils to respect others, know their rights and be aware of their responsibilities within the school community. This, and the involvement of pupils in Year 2 in citizenship training for the civic trust awards, promotes British values and prepares pupils well for life in modern Britain.
- Pupils' safety has a high priority in the school. All safeguarding policies and procedures are fully in place and subject to regular review. This assures pupils' safety.
- Parents are fully supportive of the school and are pleased with the progress their children make and how well staff take care of them. The school provides a monthly parent forum so parents can air any concerns they have. Regular newsletters and workshops, such as the recent one on phonics, ensure they are well informed.
- The academy trust supports and challenges the school very well in its drive for improvement. It provides good opportunities for staff to visit other schools in order to widen their expertise and provide professional development.
- **The governance of the school:**
  - Governors, many of whom are fairly new, are developing their roles well. They are beginning to hold the school to account effectively. They ensure all their statutory duties are met. Governors know how good teaching is because they check for themselves, receive regular reports from the headteacher and the written outcomes of the checks carried out by the academy trust. They have a good grasp of the data the school provides for them on all groups of pupils, know how well pupils are doing and what needs to be done to bring about further improvement.

- Governors are clear about the targets set for staff linked to their pay and know these have to be reached in order to secure a pay rise. They also know that sanctions apply to underperformance. The Chair of the Governing Body is also a member of the finance committee for the trust so is fully involved in the process of rewarding good teaching.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils behave exceptionally well at playtime and around the school. Their excellent behaviour in assemblies and when engaged in lessons contributes very well to their learning and personal development.
- The school has clear procedures in place to ensure good behaviour and these, coupled with the school being a very supportive place for pupils to learn, promote a thirst for learning and excellent relationships. Pupils are clear about the sanctions that apply if they misbehave, but rarely need them.
- Pupils know what constitutes bullying but say that it is very rare as they get on very well together. There are no recorded incidents of bullying.
- Pupils thoroughly enjoy taking on responsibilities, for example as members of the school council, the eco group or play leaders who organise games for pupils at playtimes. They are proud of the contribution they make to the school and the help they give their classmates.
- The school has effective well-established routines for lunchtimes. Staff have created a pleasant atmosphere that allows pupils to chat quietly and enjoy each other's company.
- Pupils work extremely well together, for example when working together on an advertising pamphlet for a local park or in paired discussions during their assembly to celebrate World Book Day. They are very supportive of each other and keen to be of help.
- Attendance is above average. The school monitors it carefully to ensure all groups attend regularly. Pupils enjoy school and are punctual.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe in school and feel confident that staff will take very good care of them if they have any worries. This enables them to participate fully in all aspects of school life.
- Pupils know how to use the internet safely and have a clear understanding of fire and road safety. They respond quickly and sensibly to fire drills.
- The school takes excellent care of its disadvantaged pupils, ensuring they and their parents get specialist support and guidance, where needed, to maximise their learning. The school makes effective use of support groups to provide specific help, where needed.
- Parents are fully confident that the school keeps their children safe and ensures they behave well.

## **The quality of teaching** is good

- Teaching is typically excellent at Key Stage 1 and good in the early years. Outstanding teaching, particularly in Year 2, has enabled pupils to learn exceptionally well.
- Well-planned lessons, excellent relationships and a huge focus on building on pupils' previous learning moves pupils' learning on very quickly.
- Teachers' questioning helps to develop pupils' understanding and encourages them to discuss what they need to do next or explain the strategies they are using. For example, in a mathematics lesson in Year 2, pupils were keen to talk about their use of arrays and the other methods they could use to solve number problems.
- Teachers mainly give pupils regular and helpful feedback on their work as well as clear targets for their learning. This helps pupils to know what they need to do to improve and moves their learning on quickly. Occasionally in mathematics in Year 1, teachers do not set clear next steps for pupils' learning or encourage a response from pupils.
- Teaching assistants make a valuable contribution to pupils' learning, especially for those at an early stage of learning English and those with disabilities and special educational needs. Teachers ensure teaching assistants are well briefed before they work with groups and this helps with their effectiveness. For example, in a reading session they supported pupils well in discussions about the book they were reading, enabling them to develop their reading skills,

- Teachers plan reading sessions very well. They are well structured and meet pupils' differing needs. This ensures pupils develop their comprehension skills. Events such as World Book Day and regular reading in the class foster a love of reading.
- Excellent teaching of writing enables pupils to make rapid progress in developing their creative skills as well as their punctuation, spelling and grammar. Pupils' love of writing is seen in the way they settle to writing tasks and the amount they willingly write.
- The great effectiveness of teaching at Key Stage 1 is seen in the number of pupils already working at the higher levels in their reading, writing and mathematics.
- Well-planned teaching of phonics (the sounds that letters make) securely develops pupils' skills and enables them to use them successfully in their reading and writing
- Thorough teaching of mathematics helps pupils to develop good calculation skills, learn to explain what they have done, and use a range of strategies to solve problems.
- Teachers ensure that the most-able pupils get work that stretches them and enables them to reach high standards. Pupils spoken to said they found their work challenging.
- Pupils get many opportunities to write across subjects, for example writing about famous in history.
- Home learning that includes regular reading at home and topic work supports teaching extremely well.

### **The achievement of pupils** is good

- Pupils' attainment, including those from ethnic minority groups and those who speak English as an additional language, is above average at the end of Year 2 in reading, writing and mathematics. Their achievement is outstanding given their starting points in Year 1. The achievement of children in the early years is good.
- Senior leaders have placed a huge emphasis on checking pupils' progress regularly and providing timely, focused support for those pupils not doing well enough. This has assured significant progress for all pupils.
- The school has a small number of disabled pupils and those who have special educational needs. They achieve very well given the complexity of their needs due to well-targeted support that meets their specific needs.
- Pupils at an early stage of learning English receive support that helps them to develop their spoken English quickly. This includes a strong emphasis on spoken English to immerse them in the language as quickly as possible. This enables them to achieve very well.
- The most-able pupils are fully challenged in lessons, enabling them to make excellent progress. For example, they are able to write extensively and read fluently and with expression.
- In 2014, the attainment of disadvantaged pupils was two terms above other pupils nationally in reading, writing and mathematics. Their attainment was similar to other pupils in the school in reading, writing and mathematics. They made excellent progress. The school provides very well for its small number of disadvantaged pupils and is successfully closing the gaps between them and other pupils in the school. They achieve as well as their classmates, and sometimes better.
- Pupils' achievement in the Year 1 phonics screening check in 2014 was well above average. Their very effective skills are clearly seen in their writing and when working out unknown words in their reading.
- Pupils achieve outstandingly well in reading and writing in Key Stage 1. This is due to systematic teaching that enables the progressive development of skills, thorough checks on pupils' progress and engendering a love of learning in the pupils.
- Pupils achieve very well in mathematics due to thorough teaching, good opportunities to use a wide range of strategies and ongoing opportunities to explain what they are doing.
- Pupils mainly make good progress in other subjects as a result of interesting topic work and the development of key skills.

### **The early years provision** is good

- Children start in the early years with skills and abilities that are broadly typical for their age. They make good progress so that many achieve a good level of development or better by the end of the year. This ensures that the children are ready for Year 1.
- Well-organised lessons and detailed planning, especially for reading, writing and number, help children to make this good progress.
- Systematic teaching of phonics ensures children develop their sounds and letters skills extremely well and

that they use them effectively to support their reading and writing. Staff articulate sounds clearly, question children and give them good feedback on their learning.

- Children enjoy all the activities that are on offer. They particularly enjoyed making their classroom into a jungle. They work very well together, are kind and supportive of each other, and willingly take turns and share.
- All staff ensure the children are kept safe. All safeguarding policies and procedures are followed to ensure a safe learning environment for the children.
- Staff work well with parents to engage them in their children's learning, for example through encouraging them to read with their children at home and to contribute to their learning journeys.
- Staff regularly assess how well children are doing and keep detailed records of their progress. This helps them to provide work at the right level for them and moves their learning on quickly.
- Staff provide a stimulating place for learning indoors. However, the outdoor provision does not provide enough opportunities or activities to extend children's learning across all the areas of learning, and this limits the progress they make.
- Staff do not check children's involvement in self-chosen tasks enough to ensure they move their learning on rapidly. Consequently, their progress is good rather than outstanding.
- There is an interim leader for the early years pending the appointment of a new leader. She has provided good support for staff to develop their skills. However, she is not an early years specialist and is not based in the early years, which makes it difficult for her to monitor provision on a day-to-day basis.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	138898
<b>Local authority</b>	Southampton
<b>Inspection number</b>	449786

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Jones
<b>Headteacher</b>	Jane Wood
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	023 8077 1528
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