

Inspection of Holbrook Primary School

Wych Lane, Bridgemarky, Gosport, Hampshire PO13 0JN

Inspection dates: 13–14 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Requires improvement

What is it like to attend this school?

This is a school where pupils love to talk but also know that adults will listen, especially if it helps to ensure that they feel safe and happy. This is the school's number one priority. Pupils would also like to be listened to more about other things, for example having more activities that build on their skills and interests. This will make learning and social times even better than they are now.

Leaders have really raised expectations. They are making sure that pupils, including those with special educational needs and/or disabilities (SEND), are learning more. Leaders and teachers know that talking is important too. This is because it helps pupils to develop a wide and rich vocabulary which supports them with their learning in all subjects.

Most pupils behave positively and politely around the school and in lessons. Bullying is rare and managed appropriately by leaders. A few pupils do find it more difficult to behave well. They are well supported by adults, and most other pupils are tolerant of their differences.

Pupils value the many opportunities they have to experience new and interesting things at school. Visits from authors, museum trips and special days to celebrate diversity and prevent bullying enrich pupils' learning.

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

Pupils are having a much better learning experience at Holbrook now. This is because leaders have enabled teachers to think much more carefully about what pupils need to learn and when. All pupils, including those with SEND, study an interesting and broad range of subjects. Pupils now learn topics and skills in an appropriate order, including in mixed-age classes. One pupil, talking about art, said: 'I like that we do things step by step and, when you have learned it all, you feel really proud of your final piece.'

Teachers have valued the extra training they have received. This includes training to develop their specific knowledge in a range of subjects. For example, in science, teachers feel more confident to challenge pupils to discuss more tricky scientific ideas. Throughout the school, pupils are learning and remembering more in almost all subjects. Adults provide effective support to ensure that pupils with SEND from the main school or specialist unit do well. Despite this, the oldest pupils still have some catching up to do because teaching was not as strong in the past.

Leaders know that many children have limited vocabulary when they join the school. The focus on talk, language, vocabulary and reading starts straight away in Reception. Reading leaders are experts in early reading and have trained teachers and teaching assistants well. Phonics teaching is currently of a high quality. More pupils are now reading accurately by the end of Year 1. Those that fall behind get extensive support to help them catch up.

Pupils have reading books to take home that match their ability, as well as others from the library that they can share at home to foster a love of reading. Older pupils read and listen to a range of fiction and non-fiction to develop their skills. Teachers focus on developing pupils' subject-specific and general vocabulary.

Most pupils come to school regularly but some are absent too often. This is despite the school's work with families to support good attendance. When at school, pupils behave well in class. They listen carefully and debate ideas with enthusiasm.

In Reception, children are able to follow their interests, such as in their current learning about dinosaurs. There are fewer opportunities for older pupils to make choices like this.

Pupils have good manners and know what is right and what is wrong. They try and get along with anyone, whatever their background or differences. One pupil told us, 'Everyone is nice to everyone because we are all human.' Pupils celebrate difference, for example through the Makaton choir or by being young interpreters. They take on responsibilities like being young governors, house captains or head boy or girl. Leaders make sure that pupils have a wide range of experiences that they may not have out of school. They are beginning to develop pupils' understanding of different cultures through the curriculum. Leaders know that they need to give pupils more opportunities to pause, reflect and think about different religions.

Governors have a good strategic oversight of the school. They are starting to see the benefits of the federation coming to fruition. Staff really enjoy working at Holbrook. They talk positively about the support they get from each other, from leaders, from the federation and from the local authority.

Safeguarding

The arrangements for safeguarding are effective.

A core team of staff oversees safeguarding. These staff have detailed knowledge of the needs of the most vulnerable pupils and their families. They ensure that any required help is accessed in a timely way. Pupils know that there is an adult they could go to if they are worried or have a problem.

Leaders have high expectations of all staff in ensuring that pupils are kept safe. There are clear processes in place that are understood by all staff. They are trained well in safeguarding procedures. There are opportunities in the curriculum for pupils to learn how to be safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There have been significant improvements in the curriculum and how it is taught since the previous inspection. Leaders need to ensure that planning and teaching help older pupils to close gaps in their knowledge from previous weaker teaching. This will enable them to achieve well at the end of key stage 2 in a range of subjects, including English and mathematics.
- Pupils have good morals and are generally able to socialise well. However, their awareness of different cultures is still developing, and they have limited opportunities to be reflective or develop spiritually. Leaders should find ways to enhance pupils' spiritual and cultural development further.
- Pupils know adults will listen to them if they have a worry or concern. Pupils also have positions of responsibility. However, they do not feel that they are listened to when it comes to having a range of things to do at breaks and lunchtimes. Leaders should also consider how the curriculum and wider opportunities can build on pupils' skills and talents.
- Attendance improved last year to be in line with similar schools nationally. However, too many pupils are persistently absent. Leaders should continue to work with families and other agencies to ensure that all pupils attend school regularly.

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 Ofsted Parent View information 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're 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

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| Unique reference number | 131116 |
| Local authority | Hampshire |
| Inspection number | 10088151 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 221 |
| Appropriate authority | The governing body |
| Chair of governing body | Jan Heath |
| Headteacher | Wendy Bolton (executive headteacher) Zoe Dudley (head of school) |
| Website | www.bedenhamandholbrookfederation.co.uk/ |
| Date of previous inspection | 9–10 May 2017 |

Information about this school

- Holbrook Primary School is federated with nearby Bedenham Primary School. The schools share an executive headteacher, who was appointed in April 2019.
- The school includes special resourced provision for 14 pupils with speech, language and communication needs. All of these pupils have an education, health and care plan.
- The number of pupils on roll is reducing each year as the school becomes a one-form entry school.
- The school runs a breakfast club each morning.

Information about this inspection

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

- We met with the executive headteacher, the head of school and the leaders responsible for different subjects. The lead inspector met with the chair of the governing body and another governor, and with a representative of the local

authority.

- We did deep dives in reading, writing, mathematics, science, art and history. Each deep dive included a discussion with the subject leader, visits to lessons, discussions with pupils and teachers, and scrutiny of pupils' work.
- We scrutinised the single central record of recruitment checks, met with leaders responsible for safeguarding and read a range of documentation relating to safeguarding, behaviour and attendance.
- We considered the 34 responses to Ofsted's Parent View survey and the 19 responses to the confidential staff survey.

Inspection team

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