

# Inspection of Hollycombe Primary School

Wardley Green, Milland, Liphook, Hampshire GU30 7LY

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Inspection dates: 23 and 24 January 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

The Hollycombe Primary School's sports motto, 'small but mighty', reflects the entire school experience. There are high expectations for all pupils. The staff community is deeply invested in providing high-quality learning opportunities, as well as developing pupils' appreciation and understanding of life beyond the school gates. As one parent said, 'My child has thrived in their care, helping them to grow with confidence and develop their thirst for learning.'

Pupils find joy in what they are learning about. They benefit from calm and purposeful learning environments and behave well. As a result, they talk passionately about what they learn in lessons and how this is complemented by assemblies and experiences during clubs and trips. In particular, arts and sports are highly valued across the school as a form of cultural and character enrichment. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

There are high ambitions for all pupils to explore a wide range of opportunities to nurture their holistic development. There is a broad range of clubs on offer for all pupils to attend, including gymnastics, choir and cartoon club. Pupils value these opportunities to develop and extend their interests. As a result, after school is a hive of bustling activity.

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

A culture of 'equal opportunity to learn' is a high priority for all staff at the school. The school appropriately modifies activities to ensure that disadvantaged pupils, including those with SEND, have full access to the curriculum. Importantly, these pupils value the support that they receive. Sitting at the heart of the school is a strong desire to provide pupils with opportunities that they might not ordinarily have by, for example, nurturing and developing interests and talents in music. This is evident through the ambitious curriculum, the clubs and trips on offer and the value of singing assemblies. The school also focuses learning to incorporate the local area. In history, staff develop pupils' knowledge of the rich historical traditions of the community in which they live.

Staff have the appropriate subject knowledge required to teach the curriculum. Some specialists provide a wealth of expertise that enables ambition to extend beyond the national curriculum. Across many subjects, staff present learning sequentially and use well-crafted opportunities for pupils to practise their skills and commit content to their long-term memory. Staff are working together to refine curriculum thinking in a few subjects. The checks of pupils' understanding in English and mathematics are secure, but this needs refining in other subjects. The school has an accurate understanding of areas of its strengths and is clear about the next steps to take to make further improvements.

Reading is prioritised by the school. Appropriate help is in place for those pupils who struggle with early reading. This timely support has resulted in significant improvements for many pupils. In the early years, numeracy is also well taught, with lots of opportunities for pupils to practise counting in sequences. This develops their confidence within their phase and helps to prepare them for the next stage of learning.

The school continues to improve the attendance of all pupils to ensure that pupils attend regularly so they can maximise learning. Across the school, and in lessons, pupils try hard and behave well. Staff promote strong relationships, and pupils show respect and kindness towards one another. From early years through to Year 6, pupils understand the school expectations and values. As a result, they feel safe, secure and confident to take on challenges. Low-level disruption is rare, and staff are well trained to promote positive behaviour. During break and lunchtimes, older and younger pupils demonstrate caring relationships.

The size of the school enables mixed-age group lessons, which provides further opportunities for pupils to develop tolerance and cooperation. These important themes are also taught through the curriculum for personal, social and health education (PSHE). The school is continuing to refine the curriculum in this area to ensure pupils are confident in their understanding of all areas of the taught PSHE curriculum.

Staff are extremely proud to work at Hollycombe Primary School. They appreciate the opportunities they are given to enhance their subject knowledge and enjoy the collegiate nature of improvement at the school.

Governors are passionate about the school and know the strengths and areas for development well. They provide appropriate support and challenge and are keen to use their expertise and experience to drive improvement continually so that all pupils benefit from the range of opportunities available at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The curriculum in a few foundation subjects needs refining. Consequently, in some subjects, the knowledge that the school intends pupils to know and remember is not yet well matched to what is assessed. The school should continue with its work to make precise identification of the key content that pupils will learn. The school should check how well pupils have learned and remembered the essential knowledge and skills and use this information to inform future teaching.

- The school is continuing to support some pupils who do not attend school regularly. These pupils do not benefit from the curriculum and wider opportunities that are planned for them. The school needs to ensure that the actions taken to improve attendance are carefully evaluated and that adjustments are made when actions are not leading to sustained and desired improvements.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	125832
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10287960
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Su Monks
<b>Headteacher</b>	Louise Pearce
<b>Website</b>	<a href="http://www.hollycombeprimary.org.uk">www.hollycombeprimary.org.uk</a>
<b>Date of previous inspection</b>	13 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders from across the school. The lead inspector also met with local governors, including the chair of the local governing body, and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music, and history. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where appropriate, looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors also observed pupils' behaviour in lessons and around the school and discussed wider development opportunities with leaders and pupils.
- Inspectors considered the responses to the staff survey and the Ofsted Parent View questionnaire, including free-text responses. Inspectors also spoke with staff and pupils to gather their views.

### **Inspection team**

Hanna Miller, lead inspector

His Majesty's Inspector

Bill James

Ofsted Inspector

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