

Hollybrook Infant School

Inspection report

Unique Reference Number	116129
Local Authority	Southampton
Inspection number	338730
Inspection dates	17–18 November 2009
Reporting inspector	Derek Watts

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

Type of school	Nursery
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Dr Mark Hastings
Headteacher	Mrs Julia Preston
Date of previous school inspection	2 January 2007
School address	Seagarth Close Southampton SO16 6RN
Telephone number	02380 771528
Fax number	02380 512020
Email address	head@hollybrook-inf.southampton.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons or part lessons and held discussions with governors, pupils and staff. They observed the school's work, its policies, teachers' plans and school improvement planning. The inspection team analysed 56 questionnaires from parents, and others from staff.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- factors contributing to above average standards by the end of Year 2
- how well the school challenges and extends the more able in writing
- the extent to which pupils apply and develop their literacy, numeracy and information and communication technology (ICT) skills in other subjects
- the effectiveness of team teaching in the Early Years Foundation Stage.

Information about the school

Hollybrook Infant School is smaller than average. Nearly three quarters of the pupils are from a White British background. Other pupils come from a range of ethnic backgrounds, with Indian being the next largest group. The proportion of pupils who have special educational needs and/or disabilities is average. An average proportion of pupils speak English as an additional language. The school provides before- and after-school care in partnership with a private company. This provision is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Hollybrook Infant School is a good school where all pupils are equally valued. They achieve well because of good teaching and an exciting curriculum. The very positive atmosphere and effective care, guidance and support contribute to pupils' good personal outcomes. Parent and careers are happy with the care and education provided for their children.

Children enter the Reception with knowledge and skills expected for their age. They make good progress in all areas of learning. The team teaching in the Early Years Foundation Stage is working well and contributes to the consistently good provision. Pupils continue to make good progress through Years 1 and 2 and standards are above average by the end of Year 2. Pupils apply their literacy and numeracy skills well in topic work but information and communication technology (ICT) is underused to support their learning. The school has plans to tackle this.

Pupils are friendly, courteous and supportive of each other. Behaviour is good in lessons and around the school. Pupils adopt healthy lifestyles extremely well and feel safe. They make good contributions to the school and to the wider community. Attendance levels are above average. Pupils are well prepared for the next stage of their education.

Teachers establish good relationships with their class. Assessment is used well to plan teaching and to match tasks to pupils' abilities and needs. As a result, all groups are challenged well and make good progress. The more able pupils are extended and those who need extra help receive good support. Occasionally, the rate of learning slows when pupils are not sufficiently involved in their learning because introductions to lessons are overlong. Teachers do not always share the learning intentions at the start of the lesson which means that pupils do not have clear indicators against which to assess their progress. The curriculum promotes literacy and numeracy skills very well. It is enriched by a wide range of additional activities including clubs, visits and visitors. Provision for art and music are clear strengths of the curriculum.

The headteacher and her staff have created a very positive school ethos for pupils to learn. Leadership and management are successfully promoting good quality provision and good outcomes for pupils. Teamwork among the staff is strong and they share good practice. The school systematically reviews its performance and takes effective action to bring about improvements. Since the last inspection there have been improvements to individual target setting, attendance and to boys' reading. The school has maintained and built upon the above average standards reported in the last inspection. There is good capacity for further improvement.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Increase the use of ICT to support teaching and learning by planning more opportunities for pupils to use technology in a range of areas.
- Improve elements of teaching by ensuring that in all lessons:
 - the purpose of the lesson is shared with the class and that pupils can assess their progress against learning intentions
 - learning moves on at a good pace and that pupils are participating fully in their learning.

Outcomes for individuals and groups of pupils

2

Pupils' work, assessments and the lessons seen indicate that standards by the end of Year 2 are significantly above average in reading, writing and mathematics. Standards in ICT are closer to average. The school has successfully improved the reading of boys. Both boys and girls attain high standards in reading and the boys perform as well as the girls. Nationally, girls tend to do better than the boys. Above average proportions of pupils attain higher than expected levels in reading and mathematics because of good teaching and the challenging tasks provided. Pupils who have special educational needs make good progress because they are given suitable work and good quality support.

Improving writing, particularly for the more able, is a school priority and good progress is being made. Teachers use drama, role play and storytelling successfully to generate ideas for pupils' writing. Teachers effectively model handwriting and clearly explain and demonstrate how pupils can write interesting sentences. Writing tasks are well tailored to pupils' needs. Pupils' handwriting is well formed, legible and joined. They produce interesting stories and write for a range of purposes. Pupils also apply and develop their writing skills well in areas such as history and geography.

Pupils feel safe and very well cared for at school. They are also confident that there is always a trusted adult they can turn to if they are upset or worried. Relationships and pupils' conduct are good across the school. Pupils show an excellent knowledge and understanding of healthy diets and the importance of taking regular exercise. They thrive on additional responsibility and support those who are less well off than themselves by providing gifts for national and overseas charities. Play pals support the younger ones in the playground. Those on the school council take their responsibilities seriously and represent their fellow pupils well. They have, for example, successfully promoted recycling at the school. Pupils perform in the local community, for example, when the school choir visits senior citizens. They are well prepared for their future economic well-being. Their personal and social skills are well developed. They make good progress in acquiring and applying literacy and numeracy skills.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Classrooms are attractive and stimulating with high-quality displays reflecting pupils' current work. Teachers' demonstrations, explanations and instructions are clear and informative. Pupils are attentive and keenly interested in their learning. Teachers use questioning effectively to challenge pupils and check their understanding. There are good opportunities for pupils to discuss their work. Pupils make good progress in lessons and enjoy their learning because teachers set tasks that are well suited to pupils' abilities. Those who need additional support with language, literacy or numeracy receive effective help from learning support assistants. Occasionally, pupils are sitting and listening to the teacher for too long and their learning slows. Pupils are set clear individual learning targets in writing and mathematics so they know what to do to improve their work.

Good quality role play areas are found in all classes. These inspire the pupils and provide excellent opportunities for speaking, creativity and drama. For example, in the Year 2 classrooms, pupils worked in a Scutari hospital ward as part of their Florence Nightingale topic. This inspired pupils to imagine what life was like in the hospital and generated ideas for writing letters home.

The curriculum promotes good academic progress and contributes well to pupils' personal outcomes. Good attention is given to developing reading, writing and mathematics skills but opportunities are sometimes missed to enhance learning through

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

the use of ICT. Some good links between subjects add meaning and relevance to pupils' learning. Themed events such as arts, book and science and technology weeks are popular. Visits and visitors also enrich the curriculum. Healthy lifestyles are promoted extremely well and all pupils have good opportunities to cook healthy meals and participate in regular exercise. Provision for music is strong and teaching by a visiting specialist enriches the music curriculum. Art and design is also strong. Examples of pupils' high-quality artwork are displayed throughout the school. A well-maintained pond and a garden area are used well for environmental and science work.

The good quality care, support and guidance contribute well to pupils' personal development. The school provides good support to pupils needing extra help and guidance and to their families. Pupils who have special educational needs are carefully assessed and their support programmes ensure that they make good progress. Pupils at an early stage of learning English make rapid gains in acquiring English because of the well-targeted support.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

An experienced headteacher provides good educational direction. She is well supported by the deputy headteacher and other senior staff in embedding ambition and driving improvement. Teamwork among the staff is strong and there is a clear focus on raising achievement for all pupils. Senior staff use a range of methods to evaluate the school's performance. Effective action has been taken to bring about improvements but senior staff are aware that more needs to be done to improve the use of ICT. Through effective monitoring, senior leaders have a clear overview of the quality of teaching and pupils' progress. Teaching is improved through effective mentoring and support.

Good partnerships have been established with parents so that they make valuable contributions to the school. For example, they support pupils' reading, organise cooking for pupils and distribute the fruit snacks.

Governors are supportive of the headteacher and the school. They have a clear understanding of the school's strengths and provide suitable challenge in order to hold the school to account. Statutory requirements are met and there are good procedures to protect and safeguard pupils. Equality is promoted successfully and the staff strive to ensure that all groups do as well as they can. The school has a good understanding of the community it serves and promotes community cohesion well. A productive

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

partnership has been formed with the local schools. Pupils' knowledge and understanding of the global community is developing well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good leadership and management have maintained and built upon the good Early Years Foundation Stage provision identified at the last inspection. Effective partnerships with pre-school settings and parents enable children to settle into Reception quickly. Adults establish very good relationships with the children, who thoroughly enjoy their learning and relate very well to adults and their peers. Children make good progress in their personal and social development. They feel safe, secure and well cared for at school because of the good attention given to care and welfare. Children's behaviour is consistently good. Standards by the end of Reception are above those expected for the age group except in writing and calculation, where standards are similar to what is expected by the start of Year 1. An interesting range of learning activities is provided both inside and outside the classrooms. Children are taught well and there is an effective blend of adult-led activities and those chosen by the children. There are clear systems to assess and record children's attainment in order to respond to their needs. The school has rightly identified the need to increase opportunities to develop early writing skills and is beginning to address this.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who made comments are happy with their child's experience at the school. They are particularly pleased with the sense of enjoyment, safety and the teaching. The inspection team agrees with the parents' positive views. A very small minority of parents who responded to the questionnaire do not believe that the school deals effectively with unacceptable behaviour or takes sufficient account of suggestions and concerns. The school has a few pupils with challenging behaviour but these pupils are well managed by staff. The school has suitable procedures for tackling the concerns of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollybrook Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	82	9	16	1	2	0	0
The school keeps my child safe	39	70	17	30	0	0	0	0
The school informs me about my child's progress	30	54	23	41	3	5	0	0
My child is making enough progress at this school	32	57	20	36	4	7	0	0
The teaching is good at this school	40	71	16	29	0	0	0	0
The school helps me to support my child's learning	28	50	23	41	3	5	0	0
The school helps my child to have a healthy lifestyle	38	68	18	32	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	52	20	36	1	2	0	0
The school meets my child's particular needs	32	57	20	36	2	4	1	2
The school deals effectively with unacceptable behaviour	21	38	25	45	3	5	1	2
The school takes account of my suggestions and concerns	19	34	29	52	3	5	1	2
The school is led and managed effectively	32	57	21	38	1	2	0	0
Overall, I am happy with my child's experience at this school	38	68	15	27	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 November 2009

Dear Pupils

Inspection of Hollybrook Infant School, Southampton, SO16 6RN

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a good school and one you can be proud of.

These are the school's main strengths.

- You really enjoy school and your attendance is good.
- The school is a positive and enjoyable place to learn in.
- Children in Reception get off to a good start.
- You are making good progress because of good teaching.
- You get on really well with each other and your behaviour is good.
- Good learning activities, including clubs and visits, are provided.
- You have a first-rate understanding of how to keep healthy and fit.
- You feel very safe at school because the teachers and other adults take good care of you and provide strong support.
- You make good contributions to the school and to the wider community.
- The school is well led by your headteacher and she receives good support from other senior staff.

We have asked the headteacher and other teachers to do some things to make the school even better for you.

- Computers and other technology could be used more to help your learning.
- In all lessons, teachers should make it clear what you are expected to learn and ensure that learning moves on at a quick pace.

You can help by continuing to work hard. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely,

Derek Watts

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.