

Hollycombe Primary School

Inspection report

Unique Reference Number	125832
Local Authority	West Sussex
Inspection number	359952
Inspection dates	15–16 September 2010
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair	Katie Arbon
Headteacher	Stephanie Fiske
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by two additional inspectors. Ten lessons and six different teachers were observed. Discussions were held with the headteacher, teaching and support staff, governors, parents and pupils. Inspectors carefully scrutinised school documentation, including the school development plan, the tracking of pupils' progress, provision for those pupils identified with special educational needs and/or disabilities and governing body minutes. In addition, 66 questionnaires from parents and carers, 11 staff questionnaires and 45 pupil questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The school's strategies for assessment, its analysis of progress, and what its data show about the level of achievement of the current pupils.
- Pupils' personal development and the effectiveness of the school's measures to enhance their spiritual, moral, social and cultural development.
- How well the curriculum and extra-curricular activities contribute to pupils' achievement.
- How effectively the leaders and managers at all levels, including the governing body, are enabling continuity and improvement.

Information about the school

Hollycombe is a smaller than average school on the borders of Hampshire and Surrey. Currently two thirds of the pupils attend from out of their catchment area or out of county. Until the end of 2009, the school catered for pupils aged 4–10. As a result a higher than average proportion of pupils left before they reached their last year in order to take places in junior schools to guarantee a place at the local comprehensive school. From December 2008, the school has been involved in planning for and the building of a fourth classroom, as well as major refurbishment within the school. As of September 2009, they are operating as a 4?11 primary school with four classes.

The proportion of pupils with special educational needs and/or disabilities is around the national average. The majority of these pupils have early language, behavioural or specific learning difficulties. The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is low. Children in the Early Years Foundation Stage are taught in a Reception/Year 1 class.

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?

1

The school's capacity for sustained improvement

1

Main findings

Hollycombe is an outstanding school. Many parents remarked on the amazing countryside around that the school enables their children to share. However, any visitor who goes inside the school will find that after the recent developments, it is also a beautifully maintained and welcoming environment. The overall effectiveness of the management and the outstanding quality of pastoral care ensure all pupils make excellent progress. The headteacher, staff and governors know the school's strengths very well and what needs to be refined further. Their track record of consistently enabling all pupils to make outstanding progress, providing pupils with so many innovative activities, and constantly involving parents and the community, shows that it has an excellent capacity to continue improving. As one parent wrote: 'One of the aspects that make Hollycombe so exceptional is the relationship between the teachers and parents. The strong leadership encourages close liaison, enabling parents to be closely involved in their children's progress. The teachers clearly know the children well and tailor learning needs to the individual. In my experience the school goes from strength to strength.'

Pupils enter the school with skills and understanding that vary but are generally in line with expectations for their age. Very effective organisation and careful assessments enable children to make excellent progress in the Early Years Foundation Stage. This outstanding start is built upon extremely well so that by the time they leave the school, pupils' standards are above those expected for their age. This year's national assessments for pupils in Year 2 showed them attaining high standards in reading, writing and mathematics. The school caters exceptionally well for the many pupils, some with significant learning difficulties, who join from other schools during Key Stage 2. By the time they leave the school, pupils' attainment is generally well above that expected for their age. Pupils with special educational needs and/or disabilities make excellent progress. This is due to the high priority the school gives to meeting their needs. By ensuring outstanding help from very well qualified teaching assistants is available wherever it is needed, the school helps the least able and most vulnerable pupils to make excellent progress.

Pupils' personal development and their wider educational outcomes are excellent which helps their all-round achievement, both academic and personal. Throughout the school, pupils are enthusiastic learners. They acquire a detailed understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. Attendance is above average, as pupils enjoy all their time at school. Pupils' behaviour and their keen appetite for teamwork, together with their well-developed skills in English, mathematics and science, prepare them exceptionally well for the next

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stage in their learning.

All staff work hard to create attractive classrooms with imaginative displays, and therefore provide a very positive learning environment. A huge range of additional activities, visits and visitors enhances the outstanding curriculum. The overall quality of teaching is outstanding. Lessons are planned to make sure that all pupils enjoy learning. Teachers' planning is thorough and is based on the use of careful assessments.

The school is an integral part of the local community and works very effectively with many local organisations and businesses. The contribution of the Home/School Association is exceptional, and is greatly appreciated by all involved. The audit of community cohesion undertaken by governors and staff is underpinned by a careful analysis of the school's context. While the links with the local community are excellent, and those with schools abroad have been implemented well, pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are still being developed.

What does the school need to do to improve further?

- Enhance pupils' understanding of their place in a culturally diverse United Kingdom and extend the school's provision for community cohesion by:
 - instigating the findings of its recent analysis
 - implementing its plans to link with schools in other localities.

Outcomes for individuals and groups of pupils

1

In all lessons observed, pupils made at least good progress.. As a result, after their outstanding start in the Reception/Year 1 class, pupils make excellent progress in Years 1 to 6. Pupils are confident writers and know grammatical conventions well. In a Year 1/2 lesson, pupils were able to adapt their writing to achieve what they felt would be appropriate for text set in Tudor times. The fact that they were all dressed in Tudor costumes certainly helped. In mathematics, pupils' work within lessons illustrated their growing confidence in basic and more advanced number calculations and problem solving. For example, in a very carefully prepared mathematics lesson in the Year 5/6 class, all pupils made good progress and shared their ideas on place value. The school instils in all pupils a keenness to succeed. This was clear in a Year 5/6 English lesson, where all pupils wanted to read out and share what they had written, and where they applauded and valued each other's attempts.

The school successfully instils in the pupils a strong spiritual, social and moral understanding. Pupils know there is always someone they can turn to in moments of difficulty. Throughout the school, inspectors were observed consistently high standards of behaviour, positive attitudes and social skills of all pupils. A striking feature is the caring way pupils look after each other. The school council is clear where its priorities lie and how privileged it is to have such responsibilities. Pupils acquire an excellent understanding of healthy living and an excellent awareness of how to keep themselves

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and others safe. Pupils are given an excellent grounding in good citizenship and in contributing to the community through, for example, appointments as buddies or as members of the school council.

These are the grades for pupils' outcomes

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

How effective is the provision?

The teachers consistently show excellent skills in managing their pupils and in providing clear explanations about new ideas. In all lessons observed, pupils were extremely well motivated by the ideas and resources presented and were very keen to please their teachers and other adults. Academic monitoring and guidance are very effective. Marking is carried out with the pupils to give them clear and immediate pointers about what they need to do to improve their work.

The consistent and very careful planning is implemented with enthusiasm and care. This was evident in many outstanding lessons, such as those in design and technology, and history in the Year 5/6 class and in history in Year 3/4, and consistently in other year groups. No opportunity to explore pupils' previous learning was missed and very good links were made with other subjects. The imaginative use of resources, in particular the

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

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school's many computers, inspired pupils to try their hardest. At the top end of the school, teachers cultivate pupils' skills in reading and comprehension very well, so pupils understand tasks quickly. As an outstanding religious education lesson in the Year 5/6 class showed, teachers also encourage high levels of speaking and listening enabling pupils to develop their confidence in using language. As well as opportunities to talk and exchange ideas, teachers make sure that pupils are given occasions to listen with care and learn to focus on their work.

Assessment information is used rigorously to ensure that not only the least able and the most vulnerable pupils make outstanding progress, but the more-able pupils are consistently well challenged. Pupils are very familiar with their learning targets and develop skills of self-assessment. They are proud to discuss house points earned for good work or effort and are able to explain how teachers' comments in their books have helped them further improve their work.

If there is one aspect of the school's outstanding care for individual pupils that is particularly notable it is the work of the staff responsible for inclusion. The zeal, patience and understanding shown to vulnerable pupils results in them achieving very well.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides inspirational leadership. This, in partnership with the exceptional governing body, ensures that complacency is not tolerated. Teamwork is excellent and the school bursar and caretaker/cleaner are assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work brilliantly together. The school knows itself very well and sets the right targets to become even better. All staff are closely involved in monitoring the school's work, which they do rigorously and with tremendous enthusiasm.

Documentation is of high quality and the evaluation of the school's work is honest and accurate. The governing body is fully involved in this process, challenging decisions and requesting explanations where necessary. It holds the school to account in a challenging but supportive manner.

Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. Health and safety routines and risk assessments are firmly in place and carried out thoroughly and regularly. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to

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be. The senior managers, supported well by all staff, are also effective in promoting equality of opportunity and tackling discrimination for all pupils across all aspects of the school's work, demonstrated by their action to reduce any gender differences in attainment.

The contribution the school makes to community cohesion is good. A plan and clear actions are in place for promoting pupils' understanding from local and global perspectives. With this in mind, although there are already very good links with a school in a different area, the school has identified that pupils could be further prepared for living and working in a culturally diverse United Kingdom. Leaders and staff are looking forward to promoting this by further widening links with other schools.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make an excellent start to their education in the Reception class. The huge level of commitment and care shown by the class teacher and all the staff is evident in the way that all children have already settled into the school so well after only a few days, and immediately begun to learn. Home visits and induction meetings enable the staff, children and their families to get to know each other and help make sure that starting school is a happy event. As one parent said: 'My child has only been at this school for nine days and it has exceeded all our expectations. She enjoys school a lot and is very happy.' This excellent start leads to the full involvement with the local community that continues right through the school.

Staff know the children very well and they ensure that the least able and most

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vulnerable progress well. All children are given a real sense of determining their own way forward, which guarantees their full involvement in all activities. The way that children could decide on what they wanted to do, get out the required equipment and get on with their task was excellent. The fact that they could say why they had made their choices was inspiring.

The leadership and management are excellent and have enabled significant improvements to be made since the last inspection. Children make rapid progress and achieve exceptionally well, especially in communication, language and literacy, and in their personal, social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. At all times, the staff engage and stimulate the children's interests. The enjoyment and concentration of the children first thing in the morning, as they immediately got on with tasks they had left out ready the afternoon before, had to be seen to be appreciated. Parents spoke of how much their children enjoy making these choices for themselves and explaining why. The classroom is stimulating and resources are used exceptionally well as children move from one activity to another. The outstanding outside area provides the same exciting level of challenge and stimulation, especially for the more capable children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The large majority of parents and carers responded to the inspection questionnaire. They overwhelmingly stated how happy they are with the school. They consider that the school has a dedicated team of staff and the headteacher leads and manages the school very well. They agree that the school has a very warm, supportive and friendly atmosphere and that their children make good progress. They were particularly impressed with the pastoral support their children receive. Inspectors fully endorse these views. A small minority of parents and carers expressed concern over the school's effectiveness in dealing with pupils' behaviour. Inspection evidence shows that the school demonstrates a high level of expertise in enabling pupils to modify and understand how they should behave.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollycombe Primary 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	73	18	27	0	0	0	0
The school keeps my child safe	55	83	11	17	0	0	0	0
The school informs me about my child's progress	36	55	30	45	0	0	0	0
My child is making enough progress at this school	28	42	35	53	2	3	0	0
The teaching is good at this school	45	68	18	27	1	2	0	0
The school helps me to support my child's learning	37	56	27	41	2	3	0	0
The school helps my child to have a healthy lifestyle	54	82	11	17	1	2	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)	37	56	25	38	1	2	0	0
The school meets my child's particular needs	36	55	27	41	3	5	0	0
The school deals effectively with unacceptable behaviour	31	47	23	35	12	18	0	0
The school takes account of my suggestions and concerns	34	52	28	42	2	3	0	0
The school is led and managed effectively	48	73	16	24	2	3	0	0
Overall, I am happy with my child's experience at this school	49	74	17	26	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



17 September 2010

Dear Pupils

Inspection of Hollycombe Primary School, Liphook, GU30 7LY

I am writing to thank you all for making us so welcome when we came to your school recently. We did enjoy our visit. Yours is an outstanding school with many strengths, and we agree with what you told us – it is a really fun place to learn. Here is a list of some of the things that we think are really good about the school.

- The school looks after you extremely well and most of you make excellent progress in your learning.
- You behave very well, get along with each other and feel very safe in school.
- You all have very good ideas on how to make things better and the teachers always listen to what you want.
- You really understand how to live healthily.
- You find lessons very interesting and really enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs.
- The headteacher and staff manage the school extremely well.

Even in outstanding schools, there are some things that could be better. I have asked the teachers to make sure that in the coming year they all make sure you are given the chance to look at and understand about how children and adults live in places that are different from where you live.

You must all continue to listen carefully and take note of what your teachers say. Then you will all continue to make excellent progress in your learning.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours sincerely

David Marshall

Lead inspector

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