

Holbrook Primary School

Inspection report

Unique Reference Number	131116
Local Authority	Hampshire
Inspection number	381305
Inspection dates	11–12 October 2011
Reporting inspector	John Carnaghan

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	213
Appropriate authority	The governing body
Chair	Janet Heath
Headteacher	Anne Parker
Date of previous school inspection	31 March–1 April 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by 10 teachers and held meetings with staff, members of the governing body and pupils. They observed the school's work, and looked at its policies, records and assessments as well as 56 responses to questionnaires for parents and carers and those returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Have the school's efforts eliminated apparent gaps in performance, especially those related to girls and higher attaining pupils?
- Does teaching have the consistency and quality to drive up progress and attainment?
- How well does the school use assessment information to track progress and help pupils to understand the next steps in their learning?

Information about the school

Holbrook Primary School is a little smaller than average. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are White British and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is above average and the largest group of these has specific learning difficulties. The school includes resourced provision for pupils who have speech, language and communication needs. This also means that the proportion of pupils with statements of special educational needs is very high. The school has a higher than usual turnover of pupils. Approximately one third of teachers are newly qualified and joined the school during the last year.

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

Holbrook is a good school. Calm and purposeful leadership and management communicate high expectations to staff and pupils and there is an ethos of continuous improvement. Staff strive to include each pupil fully in all activities, and this inclusive ethos ensures that pupils are happy and secure. Pupils' attainment is slowly improving and the achievement of all groups is good.

Teaching is good and most lessons are enjoyable, but recent changes to the staff mean that there are currently some inconsistencies and the pace of some lessons is too slow. The school is working hard to bring all practice up to the highest standard. Notwithstanding this, most pupils say they really enjoy learning. One reason for this is that the curriculum is well adapted to their needs and offers interesting experiences. However, they are given too few opportunities to learn about different communities and cultures.

Pupils are well cared for and are confident that staff know them and are always ready to listen. Very effective partnerships with many outside bodies and individuals benefit pupils and staff alike. Many pupils have a good grasp of how to stay healthy. They are involved in the broad variety of sporting opportunities available in the school and wider community. They show a good awareness of nutrition and are aware of the hazards of excessive consumption of salt, fat and chocolate.

The Early Years Foundation Stage provides children with an effective start to their education and promotes good learning habits. It prepares them well for the future. The resourced provision is effectively led and managed and works in close partnership with the rest of the school and outside groups to improve provision. It works well to integrate its pupils into the main school at every opportunity and promotes their good achievement.

The governing body is supportive of the school but does not check up on it carefully enough, and so lacks the detailed knowledge required to offer robust challenges. The school has taken concerted action to address concerns raised at the previous inspection, such as assessment. Teaching has improved because assessment is now used much more effectively to plan and deliver lessons and this promotes better outcomes for pupils. Accurate self-evaluation is closely linked to planning for the future. Staff work well together to implement and evaluate development plans, sharing ambitions to improve the school and to provide worthwhile experiences for all pupils. The school has good capacity for sustained improvement.

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What does the school need to do to improve further?

- By June 2012, raise attainment by ensuring greater consistency and pace in teaching so that at least 80% of lessons are good or better.
- By September 2012, ensure the governing body rigorously evaluates the school to enable it to provide a consistent challenge.
- By September 2012, improve opportunities for pupils to develop an understanding of different communities and cultures.

Outcomes for individuals and groups of pupils

2

Pupils make good progress because they are well taught, enjoy their lessons and are keen to succeed. The inclusive nature of the school ensures that those at risk of falling behind, including pupils with special educational needs and/or disabilities, are quickly identified and receive appropriate support so they can keep up with their peers. Pupils in the resourced provision are well provided for and make good progress. A lively curriculum engages all pupils and promotes good learning. For example, an excellent Year 6 lesson combined English and geography as pupils developed their skills in persuasive writing. Outstanding planning, a purposeful atmosphere and subtly effective pupil management developed learning rapidly and securely in that lesson.

Attainment is slowly rising and is broadly average. This is commendable for two reasons. Firstly, the school has a large proportion of pupils that have high levels of need. This is partly because it incorporates the resourced provision for those with speech and language difficulties. Secondly, the school has a higher than average turnover of pupils. The school has worked successfully to close gaps in attainment between groups and subjects, especially in relation to girls and higher attaining pupils. Given their starting points, pupils' attainment represents good achievement for all groups.

Pupils have many opportunities to take on responsibilities by acting as prefects and serving on the lively school council that provides a good forum for their views. They lobby the local authority about issues close to their experiences, such as nearby cycle tracks, and enjoy participating in carnivals. Pupils report they feel safe at school and the curriculum ensures that they are well briefed about everyday risks like those on the internet or on the busy local roads.

Behaviour is positive and pupils respond quickly to guidance from staff. They are considerate to one another, so lessons are usually calm and productive. These attitudes are a strong testament to pupils' good social development. They demonstrate a firm grasp of right and wrong and are aware that their actions have

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consequences. They are mutually supportive and are often understanding of pupils less advantaged than themselves. They show goodwill towards other cultures but have limited knowledge and understanding of national and international cultural diversity.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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	2
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	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

The curriculum is well planned to provide interesting experiences and has been developed in the light of the school’s good understanding of local circumstances. The delivery of key skills, such as literacy and numeracy, is thoroughly planned and well promoted across a wide range of subjects. A strong emphasis on personal and social education promotes good personal outcomes for pupils. Varied enrichment activities, many supported by local partnerships, are well attended by pupils.

Pupils say they like their lessons and their consistently positive behaviour promotes good learning. Most lessons are good and engage and motivate pupils. Lessons are carefully planned and include brief, varied activities, such as discussion in pairs. Teachers carefully match activities to pupils’ abilities so that most are appropriately challenged and supported. Teaching assistants show good expertise, get along very well with their charges, and are effectively deployed. In consequence, most lessons are havens of calm, well-focused activity.

Thorough marking and the effective use of targets provide precise information to pupils about their progress and the next steps in their learning. Regular assessment

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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activities feed into ongoing records of pupils’ progress and these are intelligently used to trigger interventions where they are required. Intervention activities are carefully selected in relation to needs and are invariably successful in getting pupils ‘back on track’.

Where teaching is less effective, the pace of learning can be too slow and the activities planned do not always promote good progress. However, even in these lessons, there are underlying strengths and the school works closely with its newest staff to ensure that their performance matches that of more experienced practitioners.

Well-organised care for all pupils contributes strongly to their well-being and progress. Pupils appreciate the friendly, calm environment and newcomers to the school are warmly welcomed and quickly settle in. There are striking examples of pupils who experienced difficulties in former schools rapidly becoming happy members of the Holbrook community. Strong and consistent support for pupils facing personal and academic barriers to learning is often successful in developing their skills and confidence. The school has effective strategies to promote good attendance but this remains average because there are a few persistent absentees. The counsellor and home–school link worker frequently make exceptionally valuable interventions to address the needs of the most vulnerable pupils and their families.

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?

The headteacher and senior leadership communicate high expectations and galvanise the staff’s enthusiasm and commitment. Effective planning, based on good self-evaluation, is systematically tackling areas of weakness. Monitoring of teaching is beginning to address the classroom inconsistencies inherent in a staff that includes a number of newly appointed teachers. Currently, as these new members of staff settle into the school, the best teaching is from more experienced colleagues who have been engaged for longer with the school’s teaching and learning policy. Improved use of assessment promotes rising attainment as pupils understand their learning better. Comprehensive tracking enables senior leaders to hold staff to account for the progress of ‘their’ pupils. All staff work concertedly to promote equality of opportunity and are actively closing gaps in performance between groups. Pupils from the well-managed resource provision are welcomed into everyday school life as much as possible.

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The governing body is well organised and understands and supports the school. Members discharge safeguarding and other responsibilities fully and know the issues facing the school. They regularly review school plans. However, they do not systematically and independently evaluate all aspects of the school and this limits their capacity to initiate changes and offer rigorous challenges. Safeguarding is good. The school adopts recommended good practice across all areas of its work, including risk assessment and site security. Staff training is carefully organised to keep all relevant personnel up to date and many staff hold detailed information about pupils' circumstances, enabling them to intervene to prevent issues arising.

The school plays a leading role in the Gosport Educational Improvement Partnership. Its provision for pupils with special educational needs and/or disabilities and other aspects of care has benefited the school strongly, particularly through improved professional development for many Holbrook staff. Work with a national expert has led to more focused and effective teaching. Sports partnerships improve the range of exercise activities for pupils. The school reaches out to engage with parents and carers and has positive relationships with most families. There are clear communication channels allowing a flow of information from school to home and vice versa. The home–school link worker is proactive with families facing difficulties, encouraging closer involvement in their children's development and learning.

The school understands its context well, is cohesive internally and has good links with the local community. For example, the local council has consulted Holbrook pupils about how to improve nearby playgrounds. The school is aware that it does not have sufficient links with communities in contrasting areas of the United Kingdom and abroad, limiting pupils' understanding of other cultures.

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	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

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

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Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage in all areas of learning and they enter Key Stage 1 well prepared for the challenges of the National Curriculum. Their good induction is based on constructive partnerships with pre-school providers and enables children to quickly settle into this safe, secure environment. They develop independence, playing well alone and in groups and showing confidence in working with others. Children’s relationships with their peers and with adults are positive and they act with good sense, aware of their own and others’ safety.

Adults know the children well, provide good pastoral care and plan and match activities to children’s needs and interests. They generally plan an interesting mixture of activities to cover all the required areas of learning, although sometimes there are too few opportunities for children to initiate their own learning. The environment is interesting, welcoming and well equipped, both inside and outside. All adults assess and record children’s activities and progress and this feeds into informative learning journals which parents and carers are encouraged to look at and contribute to.

Close teamwork and a common sense of purpose typify the leadership and management of the Early Years Foundation Stage. Good self-evaluation and comprehensive assessment information enable effective planning for the future. The setting is very proactive in engaging with parents and carers, encouraging them at all stages to work closely with their children to help them learn and develop.

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

A very large majority of parents and carers who returned inspection questionnaires are happy with almost all aspects of the school. All respondents said that the school helps their child be healthy and almost all reported that teaching is good and their child enjoys school. A few parents and carers expressed concerns over the way the school deals with unacceptable behaviour and takes account of their suggestions and concerns. Inspection evidence indicates that behaviour is good and occasional lapses are well dealt with and there are good systems to listen to and act on parents’ and carers’ views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holbrook 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	57	23	41	1	2	0	0
The school keeps my child safe	28	50	24	43	3	5	0	0
The school informs me about my child’s progress	25	45	28	50	2	4	1	2
My child is making enough progress at this school	27	48	26	46	2	4	1	2
The teaching is good at this school	29	52	26	46	1	2	0	0
The school helps me to support my child’s learning	31	55	20	35	4	7	0	0
The school helps my child to have a healthy lifestyle	34	61	21	38	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)	25	45	27	48	2	4	1	2
The school meets my child’s particular needs	26	46	26	46	3	5	1	2
The school deals effectively with unacceptable behaviour	22	39	19	34	6	11	4	7
The school takes account of my suggestions and concerns	23	41	21	38	4	7	3	5
The school is led and managed effectively	25	45	24	43	5	9	1	2
Overall, I am happy with my child’s experience at this school	28	50	23	41	3	5	2	4

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



13 October 2011

Dear Pupils

Inspection of Holbrook Primary School, Gosport, PO13 0JN

Many thanks for the warm welcome that you gave to the inspectors when we visited your school. It was delightful to meet such sensible and courteous young people and we would like to congratulate you on your good behaviour.

Holbrook is a good school. It teaches you well so that you all make good progress, even those of you who experience problems with your learning. Your attainment is similar to other pupils of the same age. We agree with you that you are well looked after. This helps your personal development, so that you know a lot about important matters, like how to be safe and healthy. The school is well led and managed and is always looking to make improvements.

To continue to improve, we have asked the school to focus on these areas:

- Raise attainment by working to make sure that all lessons are good or better
- The governing body should check up on the school's work more thoroughly to enable it to ask the right questions of leaders and managers
- Provide more opportunities for you to learn about other cultures and communities in this country and around the world.

You can do your bit by keeping up your positive attitudes and behaviour. Once again, thank you for all your help.

Yours sincerely

John Carnaghan
Lead inspector

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