

# Hollybrook Junior School

Seagarth Lane, Southampton, SO16 6RL

**Inspection dates** 5–6 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Senior leaders, including the executive headteacher and head of school, have skilfully led the school through a period of rapid improvements. Leaders and governors have had a strong impact on ensuring that the quality of teaching and pupils' progress is good.
- The governing body is very effective. It is meticulous in checking how well pupils are doing. Strong links exist with the other schools in the multi-academy trust.
- Standards are good and there is a trend of improvements. In 2014 at the end of Key Stage 2, pupils achieved above the national average in reading and writing and were in line with the national average in mathematics. Pupils' current standards have risen still further, particularly in writing.
- Those who are disabled or who have special educational needs make good progress because teachers and classroom assistants provide effective support.
- Disadvantaged pupils make good progress from their starting points. They often make better progress when compared to other pupils in the school.
- Teaching is good. Teachers use questions effectively to check pupils' understanding.
- Pupils behave well. The school offers sensitive support to enable pupils to do their best. There is a good atmosphere for learning. All pupils said that they felt safe and well cared for. Parents consider that the arrangements to keep their children safe are good. Attendance has improved and is now above average.
- Pupils' spiritual, moral, social and cultural development is good. The curriculum is well planned with a wide range of stimulating learning opportunities.

### It is not yet an outstanding school because

- Not all teaching is outstanding.
- Teachers' expectations regarding what pupils can achieve are not always high enough in mathematics, particularly for those who are most able.
- Pupils do not always fully understand how to improve their work.

## Information about this inspection

- Inspectors observed pupils' learning in 16 lessons and part lessons. Many were observed jointly with senior leaders. In addition, the inspectors heard pupils reading in Year 6.
- Meetings were held with a group of pupils and school staff. There was a discussion with the Chair of the Governing Body and two other members. A meeting was held with directors from the multi-academy trust.
- Inspectors took account of 46 responses to the online questionnaire, Parent View. Other sources of parent views that were considered included the school's own questionnaire, discussions with parents at the end of the day and correspondence from parents.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own information on pupils' current progress and documents checking the quality of teaching and learning. They also examined records relating to behaviour, attendance, risk analysis and safeguarding.
- The views of staff were analysed through the 22 responses to the staff questionnaire.

## Inspection team

Elizabeth Bowes, Lead inspector

Additional Inspector

John Cavill

Additional Inspector

## Full report

### Information about this school

- Hollybrook Junior converted to become an academy school on 1 May 2013. When its predecessor school, Hollybrook Junior, was last inspected by Ofsted it was judged to be inadequate and placed in special measures.
- The school is part of a multi-academy trust called Jefferys Educational Trust, which is part of a larger trust called the Hamwic Trust.
- Hollybrook Junior School is smaller than the average-sized primary school.
- Pupils come from a variety of different heritages including Indian and African.
- An average proportion of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is lower than the national average. Pupil premium is additional funding provided by the government for disadvantaged pupils.
- The proportion of disabled pupils and those with special educational needs on the school roll is similar to the national average.
- In 2014 the school met the government's floor standards which are the minimum expectations for pupils' attainment and progress.
- The executive headteacher is a national leader of education. He is also headteacher at Harefield Primary School in Southampton.

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

- Improve teaching so that it is typically outstanding by ensuring that:
  - teachers always have the highest expectations of what pupils can achieve in mathematics, particularly for those who are most able
  - teachers provide clear enough advice for pupils about how to further improve their work and that pupils follow up on this advice by applying it and showing their teachers that they have understood.

## Inspection judgements

### The leadership and management are good

- Since the school converted to become an academy in May 2013 there have been rapid improvements. The arrival of highly effective senior and middle leaders has led to a culture of success. There is strong leadership of teaching; however, as yet leaders do not ensure that teachers have the highest expectations in mathematics. Leaders ensure that there is good behaviour and the progress of every pupil is carefully tracked.
- The executive headteacher and head of school provide strong leadership. High aspirations have been clearly communicated. Staff have challenging targets and understand that they are accountable for the progress of all pupils in their class.
- Middle leaders have been effective in driving through many improvements. They regularly monitor their areas of responsibility and attend training sessions.
- The impact of the support from the multi-academy trust has been strong. As a result Hollybrook Junior is well placed to continue to make rapid improvements. There are very close links with the other schools in the academy chain. Academy staff provide extensive administrative support, which enables the executive headteacher and head of school to focus on continuing to improve pupils' achievement.
- The school's understanding of its strengths and weaknesses is accurate. Leaders and directors from the academy systematically check on the effectiveness of plans which are tailored to continue to improve the school.
- The quality of the curriculum is good. It is exciting and well planned to promote pupils' spiritual, moral, social and cultural development. Assemblies are well used to celebrate pupils' successes in both work and sport. Exciting events such as the Titanic tea party allow pupils to demonstrate their writing and cookery skills to their parents. There are frequent planned opportunities for pupils to learn about the importance of British values and life in modern Britain. For example, they learn about democracy through voting for school council members and house captains.
- Pupils are taught to respect those from different faiths. Discrimination of any kind is not tolerated. There is a strong ethos of caring for others and the school fosters good relationships between all pupils. The school ensures that pupils have an equal opportunity to participate in all aspects of school life.
- Additional funding for disadvantaged pupils is effectively used. Staff ensure that each child receives the help they need to make good progress. For example, spending on additional resources and teaching assistants has ensured that some disadvantaged pupils make better progress than other pupils in the school in writing.
- Primary physical education and sports premium funding has been effectively used. Teachers' knowledge and confidence have been increased and this helps pupils to make better progress. There is now greater participation in sports such as cross-country running.
- The school has a very productive relationship with parents. Parents report that they are very pleased with the school. Virtually all would recommend Hollybrook Junior to other parents.
- The school's arrangements for safeguarding are effective and meet statutory requirements. Efficient recording of checks on staff and robust arrangements to protect pupils ensure that all are kept safe.
- **The governance of the school:**
  - When the school converted to academy status the multi-academy trust successfully created a governing body that contained a range of expertise with the ability to rapidly move the school forward. Governors are very knowledgeable about the quality of education offered by the school. They are often in school on a daily basis and therefore know about how the school is doing and the quality of teaching.
  - Governors are effective in constantly challenging the school. They have a thorough understanding of the school's data and how groups of pupils are achieving.
  - Governors are very knowledgeable about the targets set for teachers to help them become outstanding. They reward teaching when pupils are making good progress.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- Pupils enjoy school and mostly treat each other with courtesy and respect. Pupils are usually caring of each other and this was particularly evident at play and lunchtimes. These positive relationships lead to

the happy and welcoming atmosphere in the school.

- In lessons pupils rarely misbehave, they listen attentively to the teacher's instructions and are keen to complete tasks. Pupils complete their work with care and books are well kept.
- Attendance and punctuality are good. Overall attendance figures are above the national average and lateness is rare.
- Most pupils speak enthusiastically about the experiences that the school provides. Social development is well provided for through the different group activities in music and sports. Pupils really enjoyed the World Book Day event that took place during the inspection. Moral development is well planned throughout the curriculum as pupils are often given the chance to reflect on right and wrong. Pupils learn about a range of different cultures and religions.

### Safety

- The school's work to keep pupils safe and secure is good.
- All parents who responded to the online questionnaire Parent View as well as those who were spoken to felt that their children are safe at the school.
- Pupils say that they feel safe. They understand the wide range of potential risks to their welfare, including how to keep themselves safe when using the internet and the danger of strangers. They also know how to keep safe when travelling, such as to and from school on the roads and railways. During the inspection pupils were learning how to keep safe when using a bicycle on the road. Pupils know about the harmful effects of drugs and alcohol.
- Pupils say that bullying of any kind is rare. They know about the different types of bullying and say they would know who to go to if they had a problem.

### The quality of teaching

is good

- Good teaching is leading to effective learning and good progress for all groups of pupils. This has been due to senior leaders rigorously checking the quality of teaching. As a result many pupils make good progress from their starting points.
- In literacy, teachers expect much of their pupils, both in terms of their work rate and in the amount of thought and effort pupils are required to put into their work. In writing teachers successfully promote confidence and imagination. This enhances pupils' abilities to write at length and in different styles.
- Reading is taught effectively and pupils extend their skills with regular reading sessions. Pupils make good use of the school library and there is good attendance at the events that are held there. Effective teaching of reading enables pupils to understand and make inferences about a range of different texts.
- In mathematics there are frequent opportunities for pupils to apply their mathematical skills in different subjects. However, pupils do not make the maximum progress that they are capable of in mathematics because teachers do not always have the highest expectations of what pupils, including the more able, can achieve.
- Although teachers mark pupils' work carefully, on occasion pupils do not always understand how they can improve their work. This is because sometimes teachers' written feedback is not as clear as it could be.
- Teaching assistants make a good contribution to pupils' learning because they are well briefed by teachers. They have a clear understanding of what pupils need to learn.
- Classrooms are well organised and attractive. Displays around the school celebrate achievements and show the range of artistic styles that pupils have studied. In classes pupils say they appreciate the displays on literacy and mathematics. As one pupil said, 'there are lots of good suggestions on the display that I can use to improve my writing.'
- Lessons start promptly and pupils feel valued and know what is expected of them.

### The achievement of pupils

is good

- All groups of pupils, including those from the wide range of ethnic minority groups and those who speak English as an additional language, make good progress from their starting points. Those who joined the school more recently joined with attainment that is above average. However, those who joined the school a few years ago joined with skills and abilities that were more in line with the national average. Standards for those who left in 2014 at the end of Key Stage 2 were above the national average in reading and writing.

- The school's comprehensive tracking system ensures that any pupil who is not making good progress is quickly identified. Last year progress for all groups of pupils across all classes was good. Pupils' current books and the school's own data indicate that progress continues to be strong overall.
- Progress in writing is good. The quality and quantity of pupils' written work in all year groups is good. Pupils have a love of writing and every opportunity is taken by teachers to encourage them to write. An example of this was a persuasive letter that pupils had to write to their parents so that they could get permission to cut up a pig's heart.
- Progress in reading is also good. Pupils take a real interest in reading and their skills are reinforced by regular reading at home. Most pupils read confidently and can talk about their favourite type of book.
- Pupils make expected progress in mathematics. Their attainment in the 2014 Key Stage 2 tests was in line with the national average. In the different year groups, school data and pupils' books indicate that the vast majority of pupils are working at the standard expected for their age.
- The most able pupils make good progress overall. They achieve well in reading and writing where a higher proportion than that found nationally reached the higher levels. In mathematics the proportions reaching the higher levels were in line with the national average.
- The progress of disadvantaged pupils from their different starting points when compared to other pupils nationally is good. At the end of Key Stage 2 in 2014, the attainment of disadvantaged pupils in reading was over a term ahead of other pupils in the school and other pupils nationally. In writing and mathematics, attainment was around a term behind other pupils in the school and other pupils nationally. Throughout the school, small gaps are closing rapidly and in many cases disadvantaged pupils make better progress than other pupils in the school.
- Disabled pupils and those who have special educational needs make good progress from their starting points. Parents are very complimentary about the quality of the support that their children receive.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	139632
<b>Local authority</b>	Southampton
<b>Inspection number</b>	449897

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Reichelt
<b>Headteacher</b>	Gary Hampton executive headteacher, Yvonne Scott head of school
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	02380772781
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