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Mrs Nicola Rickman
Headteacher
Hamble Primary School
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Dear Mrs Rickman

Short inspection of Hamble Primary School

Following my visit to the school on 5 June 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your school was judged to be good in June 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You and other leaders have taken very effective action quickly to further strengthen the school's position since the last inspection. You have taken strong leadership decisions confidently to enhance your leadership team's capacity and capability. Leaders are highly skilled and knowledgeable. You and your team work together very well, with passion and determination. Leaders know the school very well.

Leaders' work to revitalise the school's ethos and culture through curriculum redesign has transformed the school. Since the previous inspection you and leaders have significantly improved the school curriculum. You base the curriculum on preparing pupils to live very successfully in a global community. The changes you have made have swiftly raised the bar for what pupils are expected to learn about and discuss on a day-to-day basis. Pupils now learn about a wide range of highly interesting and stimulating local, national and global topics across their curriculum subjects. For example, pupils learn about and discuss the impact of human migration on different countries and make links to this topic in their art,

technology and English work.

You have involved pupils in changing the school's rewards system very effectively. Pupils feel they have an important voice in how their school develops. As a result, they are very happy in school, very confident and engage very well with their learning.

Leaders' work to develop the early years provision has been highly successful. Leaders have creatively adapted the early years outdoor area to support children's learning exceptionally well. Children engage extremely well with adults and confidently learn independently in this well-resourced and thoughtfully designed learning environment. Children also work together very well. Leaders' work to develop the curriculum in the early years is helping children explore and quickly become confident and inquisitive individuals. Early years leaders have been closely involved with your work on developing the curriculum for all pupils in the school. For example, the whole-school approach to help pupils become creative and skilled writers starts very strongly with children in the early years. Children currently in early years are achieving as well as or better than those in previous years, particularly boys. Children in the early years have a very secure start to their education. They are extremely well prepared for Year 1.

Governors are highly skilled and knowledgeable. They know the school's strengths very well and the areas they wish to further improve with leaders. They use their skills to ensure that they have an accurate understanding of how the school is continuing to develop. They engage capably with leaders. They support and challenge leaders' assertions about the school's performance appropriately because they are given helpful and accurate information to assist them. They commission external reviews to support their understanding of the school and its development. They fulfil their legal responsibilities extremely well. They have a very secure overview of how resources are allocated and ensure that school finances are used astutely to improve the school further. Governors are strongly placed to support leaders to maintain the school's strengths and further them appropriately.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Leaders have created a safe and nurturing environment for pupils to thrive in. The culture of safeguarding is very well established and the mantra of 'pass it on, tell us everything' is clearly evident. Leaders and staff are very well trained and knowledgeable about their safeguarding responsibilities. They know the systems for reporting any concerns they have about a child's safety or welfare. Any such concerns are dealt with promptly.

Leaders work very well with external agencies. Vulnerable children and their families are incredibly well supported.

Pupils say they feel very safe in school and their parents agree. Parents are very

confident in school leaders and feel their children are very happy in school.

Inspection findings

- Pupils are challenged to develop their mathematical knowledge and skills very well. Teaching is expertly planned to enable pupils to secure their learning in one topic before they move on to the next topic. Teachers accurately identify any gaps in pupils' mathematical knowledge and address them quickly. As a result, pupils make strong progress in mathematics. Disadvantaged pupils, in all key stages, make strong progress, with a higher-than-average proportion reaching the standard expected for their age. Leaders need to ensure that there are even more opportunities for pupils to develop their mathematical problem-solving and reasoning skills, so more pupils achieve a greater depth of mathematical understanding.
- Leaders' work to redesign the curriculum has been highly effective. They have ensured that the curriculum is strengthened by a clear focus on pupils' learning and using more subject-specific vocabulary. Pupils have many opportunities to write about a wide range of topics and subjects. Pupils' reading and writing outcomes are very strong. Pupils make links between the topics they are learning about across many subjects confidently and skilfully. For example, pupils can describe when they write about the atmosphere in English and link this to their science learning. Leaders need to continue their work to develop the curriculum so that pupils learn even more subject-specific knowledge and make more helpful links in their learning across topics.
- Pupils with special educational needs and/or disabilities (SEND) are supported well across the school. They make very good progress to reach their appropriate and challenging targets.
- Leaders have taken highly convincing steps to address the areas to improve from the previous inspection report. Most-able pupils now have many opportunities to expand their learning further. They achieve very well across the curriculum, particularly in writing. Leaders work well with teachers. There is a constant dialogue between leaders and teachers about what pupils know and need to do to improve further.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to strengthen the work done to improve mathematics, so more pupils achieve the highest standards
- they continue the very effective work to develop the curriculum further, so pupils learn even more subject-specific knowledge.

I am copying this letter to the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Dylan Davies
Her Majesty's Inspector

Information about the inspection

The inspector met with the headteacher and other leaders during the inspection. He observed learning in most classes, jointly with the headteacher. The inspector reviewed work in pupils' books and discussed pupils' progress and attainment with leaders. The inspector spoke to pupils during lessons and playtime and met with a group of pupils. The inspector took account of 126 survey responses submitted by pupils. The inspector took account of 22 survey responses completed by staff. Parents' views were considered through informal discussions before school and 44 parent replies to Ofsted's online survey, Parent View. The inspector reviewed the checks made on staff about their suitability to work with children, as well as checking records and documentation relating to safeguarding. The inspector reviewed the school's evaluation and planning documentation and other school information, including the publicly available pupil performance information. The inspector met with a group of governors. He spoke with a representative of the local authority.