

Inspection of a good school: Titchfield Primary School

Southampton Road, Titchfield, Fareham, Hampshire PO14 4AU

Inspection dates:

8 and 9 March 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

This is a happy school where all adults care for the pupils. Relationships between adults and pupils are strong. Pupils feel safe. They know that if they leave a message in the 'worry monster' box, or if they have any concerns, an adult will help them.

Leaders have high expectations for behaviour. Pupils do not let them down. They know and understand the school rules, and speak of the 'Titchfield way', which teaches them to be kind and respectful to everyone. Pupils say that bullying is not a problem. They are confident that if there were any, teachers would deal with it, 'but usually it's just bickering amongst friends'.

Pupils talk about S.T.R.I.V.E - the school values of self-motivation, thinking, resilience, independence, valued collaborator and emotional intelligence. They explain how these help them with their learning. For instance, Year 6 pupils enjoy collaborating when solving mathematical problems with a partner.

Leaders are determined that all pupils will develop a love for reading. Every teacher reads daily to their class, using the 100 books pupils should read before they leave primary school. However, some pupils do not get off to a strong start with their reading because the teaching of phonics is weak.

What does the school do well and what does it need to do better?

Leaders across the school have worked tirelessly to design a curriculum which covers the national curriculum, is broad, interesting and engages all pupils. Subjects are sequenced from the early years upwards. There are clear learning expectations for each year group. Teachers use these to check what pupils have learned and can remember. This enables pupils to build their knowledge and skills as they move through the school. For example,

pupils in Year 3 already know the parts of a plant. They build on that knowledge to enable them to investigate how each part of the plant contributes to the plant being healthy.

Leaders have reading at the centre of the curriculum, seeing it as the 'foundation to all learning'. Pupils enjoy visiting the newly refurbished library and selecting books. Phonics is taught daily, beginning as soon as the youngest children start in Reception. However, currently there is no consistent approach to the teaching of phonics. Staff use a variety of resources. This is not enabling pupils to gain the phonic knowledge they need to become fluent readers. The books they read and take home do not match the sounds they know. This slows learning, particularly for those who struggle with their reading. Leaders have not ensured that staff are well trained in the teaching of phonics.

The mathematics curriculum is taught well. Teachers build on what pupils already know and remember. Pupils start their lessons by completing 'fluent in 5' to help them quickly recall number facts. In Reception Year, for example, children look for pairs of numbers to make 5. Teachers sequence the lessons well and plan in opportunities to enable pupils to revisit prior learning before moving on. In Year 5, for instance, pupils were using their knowledge of angles and degrees to name the different types of triangles. Those pupils who need further support, including those with special educational needs and/or disabilities (SEND), are given time to practise new learning.

Leaders make sure that the needs of pupils with SEND are identified appropriately. They monitor regularly to ensure that pupils with SEND are having their individual needs met. Teachers make sure that pupils with SEND cover the same content as their peers but adapt tasks for them when it is necessary.

Leaders know pupils well and make sure their personal development is a priority. Pupils are keen to learn. Classrooms are calm because both pupils and adults embrace the school motto, 'strive for success'. Leaders have a well-planned personal, social and health education curriculum. This teaches pupils about different types of relationships, about how to recognise risks and about how to keep safe. Following the 'Titchfield way' teaches pupils to recognise and respect differences between faiths and cultures. Pupils from service families enjoy attending the Super Service Kids club. Pupils are keen to take on roles of responsibility, such as becoming a young governor or a librarian. The young governors were proud to be part of redeveloping the playground. Pupils enjoy attending choir and book club alongside the many sporting activities.

Governors fulfil their role well. They are supportive to leaders and knowledgeable. Governors know the priorities for the school. Staff are appreciative of leaders and speak highly of the well-being group.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are determined that all members of the school community, including governors, are well trained and well equipped to take care of pupils. They plan monthly meetings to ensure that staff are kept up to date, particularly with local issues. All staff know how to

report concerns and records are kept well. Leaders follow up any concerns immediately and are persistent with other agencies to ensure that pupils and their families get the support they need.

Leaders make sure that pupils know the risks they may face and know how to keep themselves safe online and when they are in their local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not have a consistent approach to teaching phonics. Teachers are using a range of resources, which hinders pupils' acquisition of early reading skills. Leaders need to ensure that there is a single, systematic phonics programme and train all staff to teach and follow it.
- Pupils are not reading books that match the sounds they know. As a result, pupils are not able to decode the words they read. This damages the progress they make in their reading. Leaders must make sure that pupils read books that closely match with the letters and sounds they have learned.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115953
Local authority	Hampshire
Inspection number	10211413
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair of governing body	Ailia Ashworth
Headteacher	Michelle Stephens
Website	www.titchfieldprimary.co.uk
Date of previous inspection	9 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the senior leaders, subject leaders, staff and pupils.
- Deep dives were carried out in these subjects: early reading, mathematics and science. To do this, the inspector met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- The inspector observed pupils reading to a familiar adult.
- Geography and history curriculum plans were reviewed with the subject leaders, and the inspector spoke to pupils and looked at a range of their work in these subjects.

- The inspector met with members of the safeguarding team to review records, policies and staff training. To evaluate the effectiveness of safeguarding, the inspector spoke with staff, pupils and members of the governing body.
- The inspector met with representatives from the governing body and an officer from the local authority.
- The views of parents and staff were considered through Ofsted's online surveys.

Inspection team

Becky Greenhalgh, lead inspector

Ofsted Inspector

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