

Inspection of Elvetham Heath Primary School

The Key, Elvetham Heath, Fleet, Hampshire GU51 1DP

Inspection dates: 10 and 11 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

'If there's one thing this school has taught me, it's to take every opportunity with both hands.' This view of a Year 6 pupil captures what the school achieves for its pupils. From the youngest years, pupils develop their character and community values. The school's core virtues of respect, responsibility, perseverance, honesty and kindness are evident everywhere in pupils' conduct and attitudes.

Pupils experience an excellent curriculum. Because of this, pupils have high levels of engagement in lessons and any disruption is very rare. They play extremely well together, creating a very happy atmosphere.

Every pupil has a role to play in making the school community cohesive. Older pupils support younger pupils and are valued role models. Pupils lead on aspects such as 'Young Governors', 'Peer Mentors', 'Character Champions', 'French Ambassadors' and 'New Arrival Buddies'. Pupils access high-quality pastoral support, and they can raise any concerns through 'Worry Monster' boxes. Pupils appreciate the very effective advice, care and guidance adults give them.

Parents agree overwhelmingly that the pupils have an exceptional school to attend. One said, reflecting the view of many, 'I can't praise the school enough, and we feel so extremely lucky to have found such an amazing fully inclusive school.'

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

All staff have a crystal-clear ambition that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), will achieve their very best. This is consistent across all classes, right from the youngest children in the early years foundation stage (EYFS). If pupils have additional needs, these are identified and met with precision.

Reading is at the very heart of the school. All staff follow the phonics scheme with absolute fidelity. This allows pupils to have an excellent start to their education as they learn to read highly effectively. Their love of reading develops throughout the school, and the oldest pupils thrive in reading high-quality texts. If a pupil struggles with their reading, staff are experts in giving the right support and providing appropriate books to read. This builds pupils' confidence and their enjoyment of reading.

Pupils achieve highly across the curriculum, including pupils with SEND. For example, they persevere with their learning in mathematics, investigate deeply in science, participate in a wide range of musical activities, think with historical curiosity and engage with commitment in their physical education. Every curriculum area has an ambitious leader who plans pupils' learning of key knowledge and skills with meticulous care. Pupils take pride in their work. They can recall their previous learning in every subject, demonstrating their very secure learning. In the EYFS, all children concentrate effectively on what they have chosen to do, whether this is

reading, writing, mixing paint, drawing or tidying up. They learn with great purpose and focus.

All members of staff have the highest expectations of pupils' behaviour and conduct. Pupils are clear about how character education underpins this. They behave exceptionally well and engage deeply in their lessons. In communal areas, pupils show high levels of respect for others. Every Year 6 pupil has a special leadership role which gives them additional responsibility.

The provision for pupils' broader, personal development is very strong indeed. They learn about protected characteristics, equality of opportunity and diversity. They have an age-appropriate understanding of stereotyping and how this makes people feel. Pupils engage in debates about topical issues, such as asylum seekers. Pupils learn about different religions in religious education, reflecting on their own beliefs and showing respect for people of all faiths and backgrounds. Pupils are prepared very well for future life in the wider world. There is a large variety of visitors to the school who talk to pupils about their experiences. For example, a visiting Paralympian inspired pupils to develop their understanding of resilience and citizenship.

Staff are highly dedicated. They love coming to work. They appreciate the support leaders provide and opportunities to develop their own thinking. Governors fulfil their statutory responsibilities as a key part of the school's strategic leadership. They manage staff workload and make a conscious effort to nurture the team's well-being.

Parents think the same. One parent, who echoes the views of the vast majority of others, said: 'The staff and headteacher are lovely, supportive and I could not be happier that my eldest went to this school and now my youngest two are attending. I am truly grateful that they have this wonderful start to school life.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a tenacious approach to safeguarding pupils. Staff and governors have a clear understanding of their responsibilities. They receive timely and relevant training to fulfil their roles. Staff confidently follow school procedures without delay. They are aware of the local contextual safeguarding issues. When necessary, leaders support families in need very effectively.

Pupils say they have trusted adults that they know will listen to them. There is a comprehensive pastoral curriculum in place that teaches pupils to be safe and manage risks. They learn to stay safe online and how to deal with cyberbullying.

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.

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	132801
Local authority	Hampshire
Inspection number	10256352
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	648
Appropriate authority	The governing body
Chair of governing body	Rachel Colman
Headteacher	Megan Robinson
Website	www.ehps.hants.sch.uk
Date of previous inspection	10 and 11 March 2010, under section 5 of the Education Act 2005

Information about this school

- This is a larger-than-average, three-form entry primary school.
- Since the last inspection, there have been a number of changes in the senior leadership of the school. The current headteacher joined the school in January 2014.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteachers and seven members of the governing body, including the chair of governors. Inspectors also met with a representative of the local authority and other leaders in the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics,

science, history, music and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Chris Parker, lead inspector	His Majesty's Inspector
Neil Wilson	Ofsted Inspector
Kate Redman	Ofsted Inspector
Laura James	His Majesty's Inspector

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