

Inspection of a good school: Shamblehurst Primary School

Wildern Lane, Hedge End, Southampton, Hampshire SO30 4EJ

Inspection dates:

28 February and 1 March 2023

Outcome

Shamblehurst Primary School continues to be a good school.

What is it like to attend this school?

The school's motto of 'Together we can' is evident throughout the school. This is modelled by all and underpinned by the school's four values of 'pride, respect, curiosity and courage.' On the playground and in lessons, pupils show respect for one another. They play happily together at break and lunchtimes. Pupils talk positively about the three school rules of being 'ready, safe and respectful'. They articulate why these are important and know that they keep everyone safe. Most of the time, pupils rise to the expectation of following these rules. Incidents of bullying are rare, but pupils are rightly confident that adults will swiftly resolve any issues should they occur.

Pupils are proud to represent their school. They do this through participation in sports tournaments as well as through their roles in school, such as eco-warriors and members of the pupil voice group. Play buddies take their role seriously. They help to support younger pupils by organising games on the playground.

Leaders have carefully constructed a curriculum designed to provide pupils with experiences that they would not otherwise have. Pupils from across the school enthusiastically share what they have learned during trips and by having visitors in school. They enjoy the opportunities they have to explore different concepts and share their opinions around key themes.

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

Pupils benefit from a structured curriculum which begins in early years. Here, children are supported to learn key concepts which prepare them for future learning in key stage 1. In most subjects, leaders have identified the knowledge that pupils will learn throughout their time in school. Teachers deliver this information in a clear and coherent manner. They check what pupils understand during lessons through questioning and retrieval activities. This information is then used to reshape learning where needed. As a result, pupils across the school are generally able to recall what they have learned. In a few

subjects, leaders have not identified the precise knowledge that pupils must cover. This means that pupils are not learning as well as they could in these subjects.

High ambitions for all pupils, including those with special educational needs and/or disabilities (SEND), are evident throughout the school. These ambitions for pupils with SEND are realised through the carefully considered adaptations that teachers make. Leaders have implemented clear strategies which ensure the individual needs of pupils with SEND are well understood by staff. This includes gathering accurate views from parents, carers and where appropriate, pupils.

Leaders have successfully implemented a phonics scheme to ensure that pupils learn to read quickly. There is now a consistent approach to the teaching of early reading. Teachers check that pupils have learned the intended sounds. When this is not the case, extra targeted support is given to pupils. This helps them to keep up with their peers. A love of reading has been created across the school. Pupils enthusiastically talk about the books they have read and listened to. The book vending machine provides a further opportunity for pupils to access different genres of reading materials.

There is a consistent approach to the management of behaviour. Leaders have invested in ensuring that all staff understand and implement the policy. As a result, high expectations are evident and behaviour around school is calm and purposeful. This means that pupils learn in an undisturbed environment. Pupils are clear about the purpose of the three school rules. They talk about the importance of following these. The reflection room is used effectively at lunchtimes to provide a quiet space for pupils. There are positive relationships between staff and pupils as well as between pupils. These contribute to the respectful atmosphere around school. There is a sharp focus on ensuring everyone understands that any prejudicial behaviour will not be tolerated. This is monitored by leaders and any incidents are dealt with appropriately.

Pupils talk enthusiastically about the range of experiences on offer to them. They fondly recall the trips they have attended and are able to relate these to their learning. There are a variety of clubs for pupils to participate in. Leaders have carefully considered how to engage different groups of pupils to attend clubs. Through the curriculum, pupils learn about keeping healthy. This includes being mentally and physically healthy. Pupils develop their understanding of tolerance as they progress through the school. Year 6 pupils recently learned about equality and apartheid; they are clear that no one should be discriminated against.

Safeguarding

The arrangements for safeguarding are effective.

The large safeguarding team ensures that there is a strong culture of awareness and vigilance in the school. Leaders, including governors, successfully maintain safeguarding as a priority area. This includes providing regular updates to staff. Safeguarding leads are tenacious in their approach and will challenge external agencies in order to try and secure the help that pupils and their families need.

Pupils are very clear on the role of the safeguarding leaders in school and are confident that they can talk to them if they have any concerns. Pupils learn how to stay safe. They can provide examples of how to do this online and in the real world.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some areas of the curriculum are still being refined. In a few foundation subjects, pupils tend to remember the topic rather than the subject-specific content. Leaders need to ensure that the knowledge and skills pupils need to build in these subjects are precisely defined.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 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.

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	115972
Local authority	Hampshire
Inspection number	10242019
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	447
Appropriate authority	The governing body
Chair of governing body	Kelly Reid-Smith
Headteacher	Anna Jones
Website	www.shamblehurst.hants.sch.uk
Date of previous inspection	19 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school currently does not use any 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 the evaluation of the school.
- The inspector met with the headteacher and the deputy headteacher. She also met with other school leaders, staff and pupils.
- The lead inspector met with two governors, including the chair of governing body. The inspector also spoke with a representative from Hampshire local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector 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 inspector also reviewed curriculum plans and spoke to leaders about religious education, computing and history.
- To inspect safeguarding, the inspector checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. The inspector also talked to a range of staff and pupils informally.
- The inspector considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the 120 responses to the Ofsted Parent View questionnaire and the additional 78 free-text responses. They talked with some parents on the second morning of the inspection.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspector reviewed a range of documentation, including the school improvement plan and school self-evaluation.

Inspection team

Sara Staggs, lead inspector

His Majesty's Inspector

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